DOCUMENT RESUME

ED 203 040 CE 029 082

AUTHOR Harris, E. Edward; And Others
TITLE Marketing and Distributive Education Curriculum Guide in Automotive and Petroleum.
INSTITUTION Northern Illinois Univ., DeKalb. Dept. of Business Education and Administration Services.
SPONS AGENCY Illinois State Office of Education, Springfield. Div. of Adult Vocational and Technical Education.
PUB DATE May 81
CONTRACT R-33-10-X-0442-318; R-33-21-D-0542-318
NOTE 412p.; For related documents see ED 156 857-861, ED 174 822-823, and ED 186 726-727.

EDRS PRICE MF01/PC17 Plus Postage.
DESCRIPTORS Administration; Advertising; Auto Parts Clerks; Careers; Communication (Thought Transfer); Curriculum Guides; *Distributive Education; Economics; Human Relations; Job Skills; Learning Activities; *Marketing; Mathematics; Merchandising; *Motor Vehicles; *Petroleum Industry; Salesmanship; *Sales Occupations; Sales Workers; *Service Occupations; Service Workers
IDENTIFIERS Illinois

ABSTRACT

This curriculum guide is designed to provide the curriculum coordinator with a basis for planning a comprehensive program in the field of marketing. It also provides marketing and distributive education teachers with maximum flexibility in planning an automotive and petroleum curriculum. The essential common and specialized competencies are identified and listed based upon structured interviews with employees in first-, second-, and third-level positions. These competencies are classified into 11 instructional areas: advertising, communications, display, human relations, marketing/economics, management, mathematics, merchandising, operations, product and/or service technology, and selling. For each competency those jobs to which the competency is common, suggested learning activities, and references are suggested. Supplementary materials provided include information on careers in automotive and petroleum, career ladder, and competency curriculum planning grid. (YLB)

**********
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
**********

ED203040

# MARKETING AND DISTRIBUTIVE EDUCATION CURRICULUM GUIDE IN AUTOMOTIVE AND PETROLEUM

Donald F. Muirheid, Chairman
Illinois State Board of Education

Donald G. Gill
State Superintendent of Education

## Project Director and Associate Project Director

E. Edward Harris, Chairman
Michael Russell
Jean A. Rakun
Department of Business Education and
Administrative Services
College of Business
Northern Illinois University
DeKalb, Illinois

U S DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

C. Reisinger

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

CE029082

## MAY 1981

This document has been developed and published under contractual agreements (R-33-10-X-0442-318 and R-33-21-D-0542-318) between the Illinois State Board of Education, Department of Adult, Vocational and Technical Education, Research and Development Section, 100 North First Street, Springfield, Illinois 62777, and the Northern Illinois University Department of Business Education and Administrative Services, DeKalb, Illinois 60115. Contractors undertaking such projects under Illinois State Board of Education sponsorship may express judgements in professional and technical matters. Points of view or opinions, therefore, do not necessarily represent official Illinois State Board of Education position or policy.

# MARKETING AND DISTRIBUTIVE EDUCATION CURRICULUM GUIDE IN AUTOMOTIVE AND PETROLEUM

## TABLE OF CONTENTS


| | Page |
|---|---|
| Foreword | 1 |
| Research Procedures | 3 |
| How To Use the Automotive and Petroleum Curriculum Guide | 3 |
| Information on Careers in Automotive and Petroleum | 4 |
| Addendum to Bibliography for Instructional Materials Referenced in the General Marketing, Food Marketing, Wholesaling, General Retail Merchandising, and Finance and Credit Curriculum Guides | 10 |
| Appendix | 11 |
| Competency Curriculum Planning Grid | 14 |
| Instructional Competencies Classified into Ten Color Coded Instructional Areas | 27 |

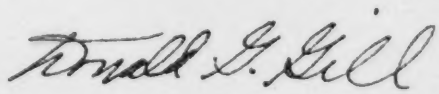
| | Number | Color |
|---|---|---|
| Advertising | 1 | Blue |
| Communications | 2 | Goldenrod |
| Display | 3 | Yellow |
| Human Relations | 4 | Buff |
| Marketing/Economics | 5 | Blue |
| Management | 6 | Green |
| Mathematics | 7 | White |
| Merchandising | 8 | Pink |
| Operations | 9 | Salmon |
| Product and/or Service Technology | 10 | Yellow |
| Selling | 11 | Green |

# FOREWORD

The "Marketing and Distributive Education Curriculum Guide Automotive and Petroleum" is designed to provide teachers with a basis for planning a comprehensive program for students pursuing careers in the automotive and petroleum industry. A variety of suggested learning activities are provided to enable teachers to determine which activities best serve their teaching needs and their students learning styles. This publication should be used in conjunction with additional publications developed by the Illinois State Board of Education including the "Marketing and Distributive Education Curriculum Planning Guide" and the "General Marketing Curriculum Guide." The Illinois State Board of Education is committed to assisting local communities in the development of quality instructional programs to prepare and upgrade persons for productive careers in 15 instructional program areas of marketing. Curriculum guides have been or are in the process of being developed in those 15 areas as follows: advertising; apparel and accessories; automotive and petroleum; finance and credit; food marketing; food service; general retail merchandising; hardware-building materials-farm and garden; home furnishings; industrial materials handling; lodging-recreation and tourism; marketing services; small business management; transportation and warehousing; and wholesaling.

The research process used in developing this guide included advice from 14 automotive and petroleum executives, interviews of 35 persons employed in the automotive and petroleum industry and field testing/critiques by marketing and distributive education teacher-coordinators. Sincere appreciation is extended to those executives, employees and teachers who contributed to the development of this guide. A special thank you is extended to the 45 teacher-coordinators in the State of Illinois who conducted interviews of automotive and petroleum marketing employees and reviewed the first draft copies of the guide. Special recognition goes to Dr. Jack T. Humbert, Western Michigan University, Automotive and Petroleum Curriculum Development Consultant; Mr. Paul Reibman, State of Illinois Secondary Marketing and Distributive Education Association Consultant; Dr. Richard James, University of Wisconsin-Whitewater, Consultant; Mrs. Kathy Budzik, H. L. Richards High School, Consultant; Mr. Terry Hurst, Lake Park High School, Consultant; Mr. Ray Broderick, Rolling Meadows High School, Consultant; Mr. William Coulson, Niles North High School, Consultant; Mrs. Lucy Crawford, Professor Emeritus, Virginia Polytechnical University, Research Consultant for the Project.

A most heartfelt "thank you" is extended to Ms. Kimberly Vigneux, Ms. Judy Mendoza, Ms. Judy Lessner, Ms. Joanne King, and other members of the Department of Business Education and Administrative Services staff at Northern Illinois University.



Donald G. Gill
State Superintendent of Education

## RESEARCH PROCEDURES

The development of successful curriculum materials which will be used by vocational teachers requires the cooperation of many individuals. The research procedures used in the development of this guide are briefly described in the following paragraphs.

1. Marketing employment research literature was studied to determine competencies for verification and further consideration.
2. Literature in the field of Marketing and Distributive Education was used to identify career levels and as the major criterion for promotion for the most common first-level positions.
3. Selected business executive jury members were interviewed to identify and verify the minimum competencies for the most common first-level position.
4. Selected business executive jury members were also interviewed to determine:
   a. The various job levels most commonly followed by personnel advancing from the selected first-level position.
   b. The job requirements of the most common higher-level position and
   c. The major criterion used by management for promoting employees.
5. Task analysis was conducted, when needed, to assist in identifying the competencies essential for employment in the most common first-level position.
6. Individuals employed in the most common first-level position were interviewed in various communities. These interviews were conducted by marketing and distributive education teachers who volunteered to assist with the research. Interviews were conducted to determine the relative importance of the competencies and to identify additional competencies. A common, structured interview format was used to collect the data. Members of the respective juries suggested the following job description and length of time employed on-the-job of individuals to be interviewed. This information was provided to the teacher-coordinators conducting the structured interviews.

## HOW TO USE THE AUTOMOTIVE AND PETROLEUM CURRICULUM GUIDE

The publication, "Marketing and Distributive Education Automotive and Petroleum Curriculum Guide," was prepared during the 1979–1981 period of time. This guide has been designed to provide the curriculum coordinator with a basis for planning a comprehensive program in the field of marketing as well as to provide marketing and distributive education teachers with maximum flexibility in planning an automotive and petroleum curriculum. The essential common and specialized competencies have been identified and listed based upon strucutred interviews with individuals employed in first-, second-, and third-level positions in automotive and petroleum. A number of suggested learning activities are provided to enable teachers flexibility in serving their students' learning styles. Similarly, a number of references have been listed so that the teachers will be aware of educational materials available and find the sources printed in the "Automotive and Petroleum Curriculum Guide." Cluster instructional objectives have been provided to facilitate the organization of instruction for the teacher-coordinator. For maximum usefulness, the competencies have been both number and color coded in the following eleven instructional areas:

| Competency | Number | Color |
|---|---|---|
| Advertising | 1 | Blue |
| Communications | 2 | Goldenrod |
| Display | 3 | Yellow |
| Human Relations | 4 | Buff |
| Marketing/Economics | 5 | Blue |
| Management | 6 | Green |
| Mathematics | 7 | White |
| Merchandising | 8 | Pink |
| Operations | 9 | Salmon |
| Product and/or Service Technology | 10 | Yellow |
| Selling | 11 | Green |

These instructional areas are the same ones that are used by the Distributive Education Clubs of America for their competency-based competitive events program and for numerous other curriculum projects in the field of marketing and distributive education.

*THE "GENERAL MARKETING CURRICULUM GUIDE" IS THE MASTER PUBLICATION IN THE SERIES AND SHOULD BE STUDIED CAREFULLY BEFORE USING THE OTHER GUIDES.* The use of this guide alone would be inadequate unless the "General Marketing Curriculum Guide" is also included. The "General Marketing Curriculum Guide" also contains a bibliography of instructional materials that are referenced in this guide. The "General Marketing Curriculum Guide" will be revised to include the competencies which are common to marketing occupations as additional curriculum guides are developed.

The competency curriculum planning grid that is located in the "General Marketing Curriculum Guide" should be studied carefully during the instructional planning process. This grid has been developed to facilitate the planning of large group, small group, and individual instruction. The planning grid can also be helpful in determining which competencies

are most important as perceived by business executives who were members of the jury and by the employees who were interviewed. The opinions of both of these groups should be carefully studied in planning what is to be taught.

Blank sample competency implementation worksheets are included in the "General Marketing Curriculum Guide" so that as additional competencies are identified on the local level, sheets can be prepared and inserted into the curriculum guides in the appropriate place.

These curriculum guides may be used in a number of different ways depending upon student and community needs, local educational agencies, community learning facilities and resources, teaching style of the teacher, comprehensiveness of the marketing and distributive education curriculum, prior competencies acquired by the students, and other factors. Some teacher-coordinators will prefer to help students acquire the competencies listed in the "General Marketing Curriculum Guide" in lower level courses, such as an Introduction to Marketing and Distributive Education, Marketing and Distribution, Retailing, or Marketing and Distributive Education Laboratory.

Most teacher-coordinators will also desire to help their students acquire the specific competencies needed for employment in the automotive and petroleum industry in courses taught at the higher grade levels. Area vocational centers, community colleges, and other schools with specialized marketing and distributive education course offerings in the area of automotive and petroleum will find these curriculum materials especially easy to use. Teacher-coordinators in schools without specialized course offerings will find the curriculum materials helpful as they individualize instruction based upon the career objectives of their students.

Instructors for post-secondary and adult students will find the curriculum materials especially valuable for preparing individuals to be competent employees for first-level marketing positions. The competency-based approach to curriculum development and individualizing of instruction are viable approaches at all educational levels.

The competencies listed in the "General Marketing Guide" and the curriculum guides themselves should be considered only as teaching suggestions and not as the complete curriculum. Individual student and community needs as well as the judgment, experience and opinions of the teachers and advisory committee members should determine the content of the curriculum at the local level. Prior to instruction in competencies needed for employment in various marketing career areas, the students in all local schools should have carefully studied and explored the wide array of careers in marketing. Increasingly, schools are providing students with an opportunity to better understand themselves and the world of work through a variety of career education type activities at various lower grade levels.

In the state of Illinois, a course entitled "Orientation to Business, Marketing and Management Occupations" is recommended at the ninth grade level. A publication titled "Handbook for Vocational Education Program Planning" (1980) has been prepared by the Illinois State Board of Education, Department of Adult, Vocational and Technical Education. It is very valuable for planning, implementing, and evaluating quality vocational education programs.

The instructional materials listed in the reference column of the curriculum guides and in the bibliography of instructional materials were selected because they are the ones that are most commonly used by teachers in the field. A major effort was made to limit the number of updated references so that the local educational agencies would be able to purchase them if necessary. The edition number is only listed for those newer publications in which there is an older edition that is currently being used in a large number of schools. More than one instructional reference is provided. This was done to help insure the local educational agency availability of at least one of the references and also to provide flexibility for both the teacher and students in individualizing instruction.

## CAREERS IN THE AUTOMOTIVE AND PETROLEUM INDUSTRY

The automotive and petroleum industries play a major role in our economy. In 1978, the manufacturing of automobiles employed more workers than any other single industry. In addition, the auto industry provides related employment because it remains a major consumer of steel, rubber, plastics, and other basic materials. It has also created numerous employment opportunities such as repair shops, automobile dealerships, gas stations, highway construction, and truck and bus facilities. The recent, increased penetration of the American auto market by foreign competitors has led to massive capital investments by the American auto industry. Although it is too early to accurately predict future results, it is highly probable that the industry will remain viable in some form through the rest of this century.

The area of petroleum marketing also offers numerous career opportunities. Most positions are at the retail level since there are far more retailers than wholesalers in this industry. However, there are wholesaling positions that offer challenging work such as LP-gas dealers and home fuel oil and natural gas distributors.

The areas of automotive and petroleum marketing are closely allied. Many companies are engaged in

both areas simultaneously. For example, Phillips Petroleum; Amoco Oil Company; J.C. Penney Company; Sears, Roebuck & Company and Goodyear Tire Company deal with both automotive and petroleum products and/or services. A strong demand exists for qualified and well-trained employees in the three divisions of the industry. These are:

1. Sales Division
2. Parts and Accessories Division
3. Service Division

Additional career information can be acquired in the following sources:


Beaumont, John A., Kathleen H. Langan, and Louise H. Taylor, *Your Career in Marketing*, New York: Gregg Division, McGraw-Hill Book Co., 1976.

Bikkie, James A. and Eugene L. Door, *Careers in Marketing*, New York: Gregg Division, McGraw-Hill Book Co., 1978.

Eggland, Steven A., *Exploring Service Careers*, Cincinnati, Ohio: South-Western Publishing Co., 1979.

Farber, J. C., Chairperson, *Counterman's Handbook*, Chicago, Illinois: Automotive Service Industry Association, 1977.

Humbert, Jack T., Lawrence A. Williams, and Richard L. Lynch, *Petroleum Marketing*, New York: Gregg Division, McGraw-Hill Book Co., 1979.

Smith, Gary R., Barbara Sethney Vorndran, and Charles S. Winn, *Exploring Marketing Occupations*, New York: Gregg Division, McGraw-Hill Book Co., 1976.

State of Illinois, Board of Vocational Education and Rehabilitation, Division of Vocational and Technical Education, *Suggested Curriculum and Planning Guide for Developing a Program in Auto Mechanics.*

Taylor, Dawson, *Your Future in the Automotive Industry*, New York: Richards Rosen Press, Inc., 1979.

Your Future in Successful Service Station Management, Dayton, Ohio: NCR.


## JOB DESCRIPTION FOR THE MOST COMMON IDENTIFIED AUTOMOTIVE AND PETROLEUM POSITION

The job description for the position of automotive and petroleum sales-service person includes having a general understanding of the automotive and/or petroleum industry. This individual should acquire skills which include various aspects of marketing, including product and service technology, selling, communications, human relations, and operations.

A sales-service person can begin a career in the automotive and petroleum industry in any of the three divisions mentioned earlier. Because of the wide variety of automotive and petroleum businesses, it is difficult to identify all of the opportunities and positions available. Job titles and duties assigned will vary with size, location, and type of business (retail or wholesale). The most frequently found positions are those listed in the section entitled "Career Ladder for Automotive and Petroleum."

A sales-service person needs to possess several characteristics to advance on the job. First, it is important for the worker to possess good human relations skills. Employees must show interest in people and be able to react properly. These skills are essential because the automotive and petroleum industry is customer-oriented and the worker will deal with various types of retail and wholesale customers. It is also important that sales-service people be enthusiastic and show initiative in their work. In addition, general business knowledge and an obvious career interest are important assets.

A vital function in automotive and petroleum involves matching customers' needs to the appropriate product or service. Therefore, it is essential that sales-service people acquire basic product and service knowledge. The use of proper selling techniques and a strong background in mathematics is essential. Mathematics is necessary for many of the tasks performed and will aid in career advancement. Finally, mechanical aptitude is a plus factor for any employee. Many tasks performed will require the ability to understand product technology and operations.

## CAREER OPPORTUNITIES IN AUTOMOTIVE AND PETROLEUM

The future of the automotive and petroleum industry is bright in spite of the present energy crisis. Currently, the petroleum industry is actively involved in research and development to make the United States self-sufficient in energy and the auto industry is searching for alternative sources to power its products. This had led to new and exciting career opportunities.

America still depends on the automobile as its chief mode of transportation. According to the Automobile Manufacturers' Association in 1977, it also depends on the more than 657,000 automobile-related businesses that employ more than 14 million people. Although the industry remains viable, the pace of change will continue to alter the job market in both industries. For example, the recent move to self-service stations has reduced the need for service station attendants. Further technological changes will also affect career opportunities. The need will remain for constant training and retraining.

A Marketing and Distributive Education student can enter at the sales-service position and work up to second level positions without a great deal of formal education. However, most positions beyond the second level require some type of formal industry training and college course work. Management training will also facilitate advancement. Experience and demonstrated excellence is essential for promotion. For individuals desiring to move into a management position, it is suggested that advanced level course work be completed.

There are a variety of ways an employee can advance. Most promotions are normally preceded by demonstrating proficiency in the sales-service trainee position. A person beginning in this position can expect training to last between six months and two years. After training is completed, the trainee may advance into one of the specialized first-level positions.

Although there are three major divisions in the automotive and petroleum industry, the greatest opportunities for a person without experience is in the parts and accessories division. This is because the other two divisions are more technical and require extensive background in the field. Parts and accessories departments can be found in many retail stores, wholesale businesses, service stations, and automotive dealerships. Once an employee has gained a good technical background, the other divisions offer great opportunities.

The sales division also offers many opportunities. This division consists mainly of sales positions such as automotive sales trainee, salesperson, jobbers, and marketing representatives. A person interested in this division should seek training in selling techniques and product and service technology. Generally, it will take several years of training to advance in this division. A person can advance within this division or cross into one of the other divisions.

The service division consists of service positions such as automotive service station attendant, tire and battery installer, service specialist and service advisor. A person desiring a position in this division should acquire knowledge in both product and service technology and operations. Also, mechanical ability will be an asset.

The starting salaries for the sales-service trainee will vary with the size and/or location of the firm plus any previous experience in the automotive and petroleum industry. Generally the salary ranges from $9,000 to $11,000 a year. The salary scale increases rapidly as a person gains experience and acquires additional education. The following is a partial list of average salaries in 1981:

| | |
|---|---|
| Automotive Salesperson | $12,500 to $20,000 |
| Parts & Accessories Salesperson | 12,000 to 25,000 |
| Counter-Service Man | 8,430 to 12,580 |
| Sales Supervisor | 16,150 to 30,620 |
| Deliverer | 7,950 to 11,210 |
| Warehouse Supervisor | 11,140 to 17,610 |

The salary for management positions ranges from $20,000 to $51,110 with an average of $36,000. When considering management positions, it must be noted that most managers possess a college degree and are in their late 30's and early 40's. The keys to advancement in the automotive and petroleum industry are experience in the field, adequate formal education, ability to communicate, and good managerial skills.

# JOB DESCRIPTIONS FOR AUTOMOTIVE AND PETROLEUM
## LEVEL 1 POSITIONS*

### SALES DIVISION

Automotive Sales Trainee
Works with salespeople learning how to sell and make sales demonstrations. Assists salespeople with selling new or used automobiles and writing up sales. Computes taxes, price, trade-in allowance, license fee and discounts, and aids customers with financing of automobiles.

Automotive Rental Clerk
Rents automobiles to customers at airports, hotels, marinas and other locations. Schedules pick-up and deliveries, type of automobile desired and determines rental cost. Writes up contracts for customers.

### PARTS & ACCESSORIES DIVISION

Counter Salesperson (Automotive Accessories)
Sells automotive supplies and accessories such as tires, batteries, seat covers, etc. Interprets information in parts catalog for stock number of correct item. Keeps the shelves stocked and orders products. Aids customers in determining appropriate products for their needs.

Counter Salesperson (Automotive Parts)
Determines make, year and type of part needed. Inspects damaged part to determine part required or advises customers of part needed according to malfunction. Advises customers on substitutions or modification of parts when replacement is not

available. Sells spare and replaceable parts and equipment from behind counter. Fills orders from stock, uses catalogs, marks and stores parts in stockroom.

Deliverer (Parts & Accessories)
Handles deliveries for the company with little supervision. Knows routine of the shipping department. Suggests purchases and reorders when delivering goods.

Order Clerk
Receives and handles customer mail and long distance or local telephone orders. Expedites shipments of customers' orders, routes unfilled orders.

Parts Clerk
Provides customer service at the parts counter and performs related merchandise checking, marking and stock handling tasks to provide for inventory control.

### SERVICE DIVISION

Automotive Service Salesperson (Write-Up Person)
Works with service personnel. Writes up service orders for customers.

Auto Service Station Attendant
Waits on customers, dispenses gas, checks motor oil and sells other automotive parts, accessories and services. May also perform cashier duties and small service repairs.

Deliverer (Car Rental)
Delivers rental cars to customers. Services the car prior to delivery by sweeping car out, vacuuming interior, washing windows and exterior of auto. Makes sure auto has adequate fuel supply and that it appears in good working condition. Delivers the auto to the customer and collects payments and deposit from them. Makes sure the customer reads and understands the rental contract before signing.

General Serviceperson
Inspects and tests automobiles to determine the need and cost of repairs. Determines the need for repairs by road testing the vehicle and/or by use of mechanical testing devices and/or by visual inspection and/or by questioning the customer. Estimates the cost of repairs and prepares an itemized work order, listing cost of parts and labor.

Tire and Battery Installer
Sells, services and installs tires and batteries. Also helps with inventory control on accessories.

## LEVEL 2 POSITIONS*

### SALES DIVISION

Marketing Representative
Serves a group of service stations. Helps with setting up stations, product lines and company policies. Aids the owner with operational training, setting up credit programs and other business matters.

Automobile Contract Clerk
Verifies the accuracy of automobile sales contracts, calculates tax, transfer and license fee, insurance premiums and interest rates. Utilizes tables, schedules and a calculating machine. Verifies amounts and number of payments, trade-in allowances, and the total price of the automobile. Interviews customers to obtain additional information and to explain the terms of the contract and corresponds with motor vehicle agencies when necessary.

Jobbers (Distributors)
Sells gasoline and gasoline products to companies. Responsible for keeping sales records and expanding the market.

Merchandise Trainee
Works with merchandise managers learning product lines. Helps with supervising of buyers. May also make decisions on what and how much to buy and on how to promote the products.

Assitant Buyer (Automotive)
Assists buyer with purchases of merchandise. Verifies quantity and quality of stock received, authorizes payment of invoices or return of shipment. Suggests mark-up or mark-downs and also approves advertising copy.

Salesperson (Automotive)
Sells new or used automobiles on the premises of an auto agency. Explains the features and demonstrates the operation of the car, suggests optional equipment and computes and quotes sales price, tax, trade-in allowance, license fee and discount to the customer. Discusses with the customer possible financing plans for payment of the car.

Salesperson (Petroleum Products)
Sells petroleum products such as gasoline, oil, greases, and lubricants. Visits prospective customers to examine needs and explains advantages of his/her products, recommends the types and products needed to satisfactorily satisfy customers demand, computes the charges for this purchase and makes sure order is filled by company.

### PARTS & ACCESSORIES DIVISION

Assistant Store Manager
Helps the store manager with supervising store



DOT 9

employees, coordinates work between various departments, handles store stock, helps train new personnel and looks after deliveries.

Head Parts Clerk
Ships and receives automotive parts, supplies and accessories. Keeps control of inventory and places orders when needed.

Dispatcher
Makes out delivery schedules, assigns shipments to trucks, and supervises the delivery system including customer complaints.

Sales Representative—Inside (Parts & Accessories)
Responsible for maintaining a perpetual inventory system and keeping all necessary records of items sold or received from factory. Sells parts and accessories to customers, aids customers in proper selection and writes up customer orders. Also works with parts, accessories, catalogs and price lists. May also assist with product promotion and display.

### SERVICE DIVISION

Shift Manager (Assistant Station Manager)
Supervises total operations of a shift, trains station attendants, handles customer complaints, keeps records and schedules work hours.

Service Supervisor
Supervise operations including testing, installation, service and repair of automotive merchandise and parts. Assures that equipment and tools are maintained and utilized. Implements service promotion programs, handles customer complaints, keeps records, recommends personnel staffing and performs all functions necessary to achieve a service profit.

Service Technician
Repairs and maintains equipment in service stations.

## LEVEL 3 POSITIONS*

### SALES DIVISION

Sales Representative (Automotive Leasing)
Sells auto-leasing services to businesses and individuals. Visits prospective customers to stimulate interest in establishing or expanding auto-leasing programs, explains the advantages of leasing automotive equipment and recommends the types and number of vehicles needed to satisfactorily perform the job with minimal expense, computes the leasing charges and prepares and sends the leasing contract to the leasing agency. In addition, performs other tasks in order to increase sales, such as evaluating advertising campaigns or revising administrative procedures.

Manufacturers' Sales Representative (Distributor)
Sells products for the manufacturer. Assists customers in product or service selection, assists customers with problems, writes up orders and suggests future purchases to suit the companies' needs.

Sales Representative (Vehicle & Supplies)
Sells all kinds of motor vehicles and supplies and accessories to dealers and service stations. Confers with the dealer to determine the number of vehicles to order, advises the customer of methods of increasing sales volume and utilizing knowledge of sales promotion techniques. Answers or finds out answers to any question dealers may have regarding the purchasing of vehicles or supplies.

Automobile Buyer
Purchases autos for resale, lease or rental. Inspects vehicles and then selects and orders vehicles according to predetermined specifications. Authorizes payment of invoices or return of merchandise, conducts staff meetings with sales persons to introduce new merchandise and may price items for resale.

Lease Buyer
Contacts landowners and representatives of other oil or coal-producing firms to negotiate agreements, such as leases, options, and royalty contracts covering oil or coal exploration, drilling, and producing activities in specified oil or coal fields. Discusses and draws up unitization agreements, discusses land leases and options and royalty payments with landowners and obtains signatures to related documents. May write purchase orders and bank checks to satisfy requirements of leases, agreements and contracts.

Sales Manager
Supervises sales trainees and salespeople. Also in charge of a specific sales territory and may do some selling. Trains sales personnel, makes sure company policies and procedures are being followed and keeps records in sales quotas.

### PARTS & ACCESSORIES DIVISION

Store Manager
Manages the entire operation of the store including hiring and firing personnel, approves the buying of merchandise, sets sales quotas, approves promotional media and works with the budgets.

Sales Representative—Outside (Auto Accessories & Parts)

Sells part and accessories to retailers and dealers. Visits prospective customers to stimulate interest, explains advantages of products and recommends type of merchandise and quantities. Writes up purchases, fills order and follows up the sale.

**SERVICE DIVISION**

Automotive Center Manager

Manages the merchandising, sales, service and profit performance of the center. Plan sales, service and profit objectives and is responsible for performance. Supervises customer service and selling performance. Handles customer complaints, exchanges, refunds and adjustments. Keeps all inventory control records. Hires, trains and evaluates employees.

Service Advisor

Deals with customers who complain about vehicle performance problems or request repairs, check-ups or maintenance service. Determines the trouble with vehicle and writes up information for the mechanic. May do some selling.

Service Specialist

Specializes in a specific problem associated with vehicles, for example: steering, transmission, brakes, tune-ups, diagnosis, etc. Aids customer in determining exact problem, quotes prices, explains repair procedures, estimates time required and completes repair.

Service Manager

Trains service personnel, arranges best plant layout and routing of service department, keeps tools and equipment up-to-date and makes sure safety procedures are being followed. Also responsible for customer relations. Inspects completed jobs, assigns service jobs and schedules customer service appointments.

**PROMOTION CRITERIA FOR 2nd LEVEL*:**

Attitude toward the industry; demonstrates interest in the industry; past performance; initiative; desire to want to make a career; ability to learn; sound judgement; communications; additional training and education; aptitude; physical capability; human relations; willingness to work; mechanical aptitude.

**PROMOTION CRITERIA FOR 3rd LEVEL*:**

Ability to make sound decisions; additional education and training; ability to supervise people; maturity; communication; management potential; positive attitude about the industry; show positive interest in the industry; past performance; initiative; desire to want to make a career; aptitude; physical capability; human relations skills; mechanical aptitude.

*Availability of a position.

# ADDENDUM TO BIBLIOGRAPHY FOR INSTRUCTIONAL MATERIALS REFERENCED IN THE GENERAL MARKETING CURRICULUM GUIDE


Ackerman, Kenneth B. *Warehousing—A Guide for Both Users and Operators.* Washington, D.C.: Traffic Service Corporation, 1977.

Alexander, Sidney, S. *Paying for Energy.* New York: McGraw-Hill Book Company, 1975.

Automotive Service Industry Association. *Advertising Guidelines for Automotive Wholesalers.* Chicago, Illinois: Automotive Service Industry Association, 1979.

_____. *Automotive Cut-Away Drawing.* Chicago, Illinois: Automotive Service Industry Association.

_____. *Business Management Library.* Chicago, Illinois: Automotive Service Industry Association, 1979.

_____. *Counterman's Handbook.* Chicago, Illinois: Automotive Service Industry Association, 1977.

_____. *How to Find Good Help.* Chicago, Illinois: Automotive Service Industry Association, Education and Training Committee, 1976.

_____. *Study Plan for Automotive Wholesaler Counterman's Handbook.* Chicago, Illinois: Automotive Service Industry Association.

Berger, Bill D., and Kenneth E. Anderson. *Modern Petroleum.* Tulsa, Oklahoma: The Petroleum Publishing Company, 1978.

Carnesdale, Albert. *Options for U.S. Energy Policy.* San Francisco, California: Institute for Contemporary Studies, 1977.

Ditzenberger, Roger, and John Kidney. *Selling. Helping Customers Buy.* Cincinnati, Ohio: South-Western Publishing Co., 1981.

Eggland, Steven A., and John W. Williams. *Human Relations at Work.* Cincinnati, Ohio: South-Western Publishing Co., 1981.

Farber, J. P. *Counterman's Handbook.* Chicago, Illinois: Automotive Service Industry Association, 1977.

Foster, Ron (Dr.) *Cost of Doing Business Analysis.* Chicago, Illinois: Automotive Service Industry Association, 1979.

Grief, Edwin C. *Store Talk/An Introduction to Retail Merchandising.* The University of Vermont; Belmont, California: Fearon Pitman Publishers, Inc., 1979.

Hill, Harry G. *Automotive Service and Repair Tools.* Delmar Publishers, 1975.

Humbert, Jack T., and Lawrence A. Williams. *Petroleum Marketing.* New York: McGraw-Hill Book Company, Gregg Division, 1979.

Klaurens, Mary K., and Eugene L. Dorr. *The Economics of Marketing.* McGraw-Hill Book Company, Gregg Division, 1978.

Mancke, Richard B. *Providing for Energy.* New York: McGraw-Hill Book Company, 1977.

Marketing Education and Publications. *Your Future in Successful Service Station Management.* Marketing Education and Publications, Dayton, Ohio: NCR.

Moffett, Carol Willis, and O. Rebecca Hawkins, Ph.D. *The Receiving, Checking, Marking, Stocking Clerk.* 2nd Edition. McGraw-Hill Book Company, Gregg Division, 1980.

Northwood Institute. *Dealership Business Management.* Midland, Michigan: Northwood Institute, 1979.

_____. *Dealership Organization and Management.* Midland, Michigan: Northwood Institute, 1979.

Olson, Lucretia. *General Merchandising.* The University of Texas at Austin: Instructional Materials Center, 1979.

Petroleum Marketing Education Foundation. *Annual Report and Catalog.* Columbia, South Carolina: Petroleum Marketing Education Foundation, 1979/1980.

Richert, Henry G., Warren G. Meyer, Peter G. Haines, and E. Edward Harris. *Retailing Principles and Practices.* 7th Edition. McGraw-Hill Book Company: Gregg and Community College Division, 1981.

Russon, Allen R. *Personality Development.* 4th Edition. Cincinnati, Ohio: South-Western Publishing Company, 1973.

Samson, Harland E., and Wayne G. Little. *Display Planning and Techniques.* Cincinnati, Ohio: South-Western Publishing Company, 1979.

State of Illinois. *Suggested Curriculum and Planning Guide for Developing a Program in Auto Mechanics.* Springfield, Illinois: State of Illinois, Vocational and Technical Education.

Taylor, Dawson. *Your Future in the Automotive Industry.* New York, New York: Richards Rosen Press, Inc., 1979.

University of Texas at Austin. *Auto Parts Counter Worker.* Austin, Texas: Instructional Materials Center, 1979.

_____. *Petroleum Marketing.* Austin, Texas: Instructional Materials Center.

Wheeler, Robert R. *Oil—From Prospect to Pipeline.* 3rd Edition. Houston, Texas: Gulf Publishing Company, 1975.

# APPENDIX

The following is a list of the Automotive and Petroleum jury of business executives and the firms they represent.

Mr. John Kirby
Area Automotive Merchandiser
J. C. Penney Company, Inc.
851 Devon Avenue
Elk Grove, IL 60007

Mr. Dick Sevenson
District Operations Manager
Firestone Tire & Rubber Co.
2710 West 79th Street
Chicago, IL 60652

Mr. Mel Turner, Sr.
Director of Special Projects
Automotive Service Industry Association
444 North Michigan Avenue
Chicago, IL 60611

Mr. John Dingens
Ford Marketing
2340 Des Plaines Avenue
Des Plaines, IL 60018

Mr. Al Deahlen
Automotive Department
Sears, No. 2
Woodfield Mall
Schaumburg, IL 60172

Mr. Ralph Clark, Manager
Field Management Training Center
The Goodyear Tire & Rubber Company
Holiday Inn-O'Hare/Kennedy
5440 North River Road
Rosemont, IL 60018

Mr. Richard Clark
Director of Special Projects
Automotive Service Industry Association
444 North Michigan Avenue
Chicago, IL 60611

Mr. Randy Dixon
Mr. Greg Boehmke
Supervisor, Retail Development Unit II
Mobil Oil Corporation
22 West 535 Butterfield Road
Glen Ellyn, IL 60137

Mr. Ralph Gurganus
Marketing Training Representative
Phillips Petroleum Company
367 Adams Building
Bartlesville, OK 74004

Mr. Jim Gillett
Marketing Representative
Chicago District
Phillips Petroleum Company
222 East Ogden Avenue
Hinsdale, IL 60521

Mr. Dennis Osterhold
Area Automotive Merchandiser
J. C. Penney Company, Inc.
851 Devon Avenue
Elk Grove Village, IL 60007

Mr. J. R. Canter
Manager, Field Training
Standard Oil Division
Amoco Oil Company
Central Region, Mail Code 6107
200 East Randolph Drive
Chicago, IL 60601

Mr. J. L. Medick
Service & Parts Marketing Specialist
Chicago Zone
Chrysler Corporation
Service & Parts Division
P. O. Box E-367
Elk Grove Village, IL 60007

# Career Ladder for Automotive & Petroleum

*The movement is both horizontal and vertical.

## Level 6 Positions*

**SALES DIVISION**
Division Heads
Regional, Area, and
District Managers

**PARTS & ACCESSORIES DIVISION**
Division Heads
Regional, Area, and
District Managers

**SERVICE DIVISION**
Division Heads
Regional, Area, and
District Managers

## Levels 4 and 5 Positions*

**SALES DIVISION**
Sales Representative
(Petroleum Products)
Automotive Manufacturer
Trainee

**PARTS & ACCESSORIES DIVISION**
Marketing Manager

**SERVICE DIVISION**
Service Manager
Marketing Researcher
(Petroleum)

## Level 3 Positions*

**SALES DIVISION**
Sales Representative
Automotive Leasing
Manufacturers Sales
Representative
Sales Representative
Vehicle & Supplies
Automobile Buyer
Lease Buyer
Sales Manager

**PARTS & ACCESSORIES DIVISION**
Sales Representative-Outside
Automotive Accessories & Parts
Store Manager

**SERVICE DIVISION**
Service Advisor
Service Specialist
Service Manager
Automotive Center
Manager

## Level 2 Positions

**SALES DIVISION**
Marketing Representative
Automobile Contract Clerk
Jobber (Distributor)
Merchandise Trainee
Assistant Buyer (Auto)
Salesperson
(Petroleum Products)

**PARTS & ACCESSORIES DIVISION**
Assistant Store Manager
Head Parts Clerk
Dispatcher
Inside Sales Representative

**SERVICE DIVISION**
Shift Manager
(Assistant Station Manager)
Service Supervisor
Service Technician

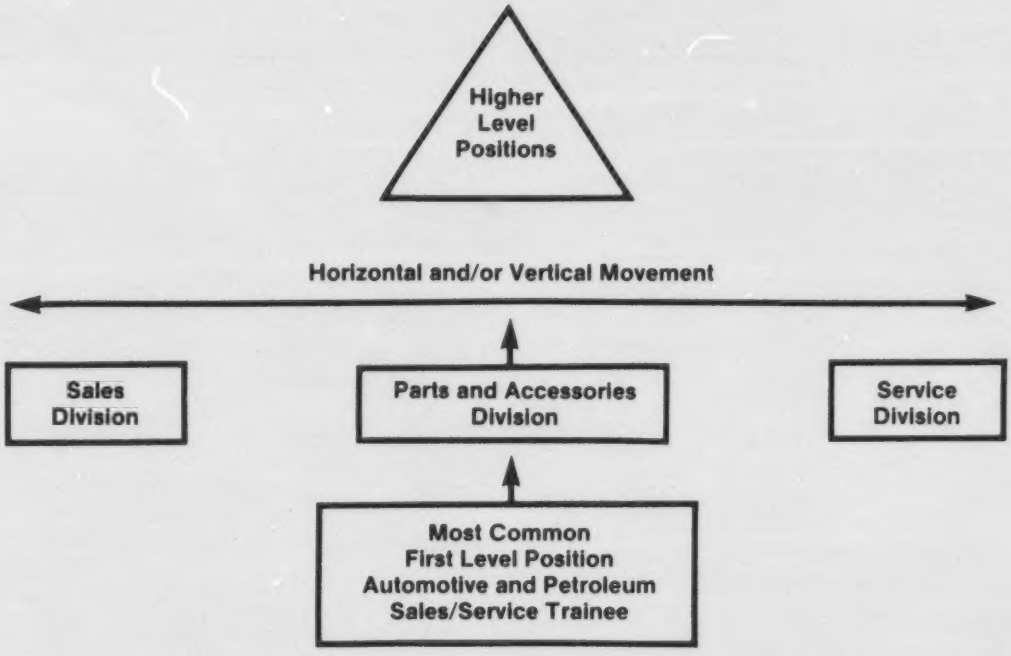
14

## Level 1 Positions*

**SALES DIVISION**
Automotive Sales Trainee
Automotive Rental Clerk
Automotive and Petroleum
Sales/Service Trainee

**PARTS & ACCESSORIES DIVISION**
Counter Salesperson
(Automotive Accessories)
Counter Salesperson
(Automotive Parts)
Deliverer (Parts & Accessories)
Order Clerk
Parts Clerk
Automotive and Petroleum
Sales/Service Trainee

**SERVICE DIVISION**
Automotive Service Salesperson
(Write-Up Person)
Automotive Service
Station Attendant
Deliverer (Car Rental)
General Serviceperson
Tire and Battery Installer
Automotive and Petroleum
Sales/Service Trainee


Higher Level Positions
Horizontal and/or Vertical Movement
Sales Division
Parts and Accessories Division
Service Division
Most Common First Level Position Automotive and Petroleum Sales/Service Trainee

| INSTRUCTIONAL AREA AND COMPETENCY | Competency No. | AUTOMOTIVE AND PETROLEUM GUIDE | | | GENERAL MARKETING GUIDE | | |
|---|---|---|---|---|---|---|---|
| | | Sales/Service Person | | | | | |
| **IMPORTANT NOTE:** **N = Not ranked by jury participants** | | Employees Ranking | Business Executive Jury Ranking | Page # | Employees Ranking | Business Executive Jury Ranking | Page # |
| **ADVERTISING** | | | | | | | |
| Attitude: That although the ultimate goal of advertising is to sell goods and services, the salesperson usually completes the sale. | 060 | 3 | 3 | AP-1 | | | |
| Attitude: That it is necessary to know facts about merchandise being advertised such as prices, brand names, available sizes, colors, styles and models in order to better promote or sell it. | 070 | 1 | 3 | AP-3 | | | |
| Attitude: That advertising, to be successful, must be believed by the customer. | 092 | 3 | 1 | AP-2 | | | |
| **COMMUNICATIONS** | | | | | | | |
| Knowledge of or Understanding that: How to suggest changes to management. | 093 | 25 | 19 | | 2 | 12 | GG-18 |
| Knowledge of or Understanding that: How to communicate with others in order to motivate them to work willingly. | 097 | 9 | N | | 5 | 7 | GG-15 |
| Skill: Skill in using the telephone correctly and most effectively. | 114 | 18 | 3 | AP-7 | | | |
| Skill: In receiving or giving telephone orders, complaints and messages. | 115 | 14 | 3 | AP-12 | | | |
| Skill: In satisfactorily handling customer inquiries for general information. | 116 | 5 | 1 | AP-10 | | | |
| Skill: In interpreting company policies to customers. | 117 | 9 | 15 | AP-11 | | | |
| Skill: In listening to and following directions. | 119 | 1 | N | | 1 | 1 | GG-9 |
| Skill: In using the terminology of distribution and developing a vocabulary descriptive of the product or service being sold. | 120 | 21 | 15 | AP-1 | | | |
| Skill: In effective use of speech and vocabulary. | 122 | 9 | 19 | | 10 | 3 | GG-4 |
| Skill: In selecting and using words suitable to the nature of the article of merchandise or service being sold. | 123 | 16 | 24 | AP-9 | | | |
| Skill: In writing saleschecks legibly so that errors in delivery, quantities sent and amounts charged for can be eliminated. | 125 | 5 | 6 | AP-14 | | | |
| Skill: In writing bills and saleschecks legibly so that errors in delivery, quantities sent, and amounts charged for can be eliminated. | 126 | 13 | 6 | | 15 | N | GG-11 |
| Skill: In communicating effectively with customers, coworkers and supervisors. | 127 | 2 | 24 | | 6 | 2 | GG-7 |
| Skill: In listening to customers' names and addresses and writing them correctly. | 130 | 13 | 11 | | 9 | 7 | GG-12 |
| Skill: Ability to talk clearly and pleasantly conveying spirit and enthusiasm in one's speech. | 137 | 5 | N | AP-3 | | | |

| INSTRUCTIONAL AREA AND COMPETENCY | Competency No. | AUTOMOTIVE AND PETROLEUM GUIDE | | | GENERAL MARKETING GUIDE | | |
|---|---|---|---|---|---|---|---|
| | | Sales/Service Person | | | | | |
| **IMPORTANT NOTE:** **N = Not ranked by jury participants** | | Employees Ranking | Business Executive Jury Ranking | Page # | Employees Ranking | Business Executive Jury Ranking | Page # |
| Skill: In translating technical words concerning an item of merchandise into customer's language. | 143 | 18 | 19 | AP-8 | | | |
| Attitude: That the ability to communicate skillfully in good English is essential to a person's business advancement. | 144 | 16 | 15 | AP-16 | | | |
| Attitude: That in distributive occupations the "spoken word" is an important tool of the trade. | 147 | 18 | 11 | | 13 | N | GG-3 |
| Attitude: An awareness that the voice can be used to express conviction and convey confidence. | 150 | 16 | 6 | AP-5 | | | |
| Attitude: That the tone of voice can express sincere welcome and eagerness to be of service. | 151 | 5 | 6 | | 6 | 11 | GG-5 |
| Attitude: An appreciation of the value of correct enunciation and pronunciation in speaking. | 152 | 23 | 6 | AP-4 | | | |
| Attitude: A belief that the voice is an important medium through which selling is accomplished. | 154 | 25 | 19 | AP-6 | | | |
| Attitude: That by listening "with a sensitive ear" one can often detect true sources of complaints or grievances among store personnel. | 157 | 25 | 19 | AP-13 | | | |
| Attitude: An awareness that nothing is quite so important or contagious as enthusiasm—for the company, for the merchandise and for customers. | 158 | 9 | 11 | AP-17 | | | |
| Attitude: Belief that communication must be a two-way process between management and employees. | 160 | 21 | 11 | | 4 | 7 | GG-17 |
| Attitude: A realization that first impressions are important to the business and last impressions are longest remembered. | 163 | 9 | 15 | AP-18 | | | |
| Attitude: Awareness that certain thoughtlessly used terms or words can be misinterpreted by the listener. | 164 | 23 | 22 | AP-2 | | | |
| **DISPLAY** | | | | | | | |
| Attitude: That good display of merchandise is a prime factor in developing a customer's interest. | 237 | 1 | 1 | AP-1 | | | |
| **HUMAN RELATIONS** | | | | | | | |
| Knowledge of or Understanding that: How to dress appropriately for the job and maintain a well-groomed appearance. | 263 | 9 | 3 | AP-1 | | | |
| Knowledge of or Understanding that: How to be orderly and systematic. | 267 | 16 | N | | 3 | 5 | GG-2 |
| Knowledge of or Understanding that: How to show an interest in others. | 268 | 19 | N | AP-2 | | | |
| Knowledge of or Understanding that: Morale as being the term frequently used to describe employee attitudes toward their jobs, employer and fellow employees. | 272 | 13 | 9 | AP-5 | | | |

| INSTRUCTIONAL AREA AND COMPETENCY | Competency No. | AUTOMOTIVE AND PETROLEUM GUIDE | | | GENERAL MARKETING GUIDE | | |
|---|---|---|---|---|---|---|---|
| | | Sales/Service Person | | | | | |
| **IMPORTANT NOTE:** **N = Not ranked by jury participants** | | Employees Ranking | Business Executive Jury Ranking | Page # | Employees Ranking | Business Executive Jury Ranking | Page # |
| Knowledge of or Understanding that: A positive attitude is usually reflected in one's work. | 274 | 1 | N | | 6 | 4 | GG-12 |
| Knowledge of or Understanding that: The supervisor must help new employees adjust to their jobs, seeing that they are trained for the job and that they become acquainted with fellow employees. | 275 | 9 | N | AP-9 | | | |
| Skill: In developing and maintaining harmonious relationships with other employees. | 281 | 24 | 13 | | 19 | 8 | GG-14 |
| Skill: In working cooperatively with fellow employees, supervisors and management and being aware of their needs and motivations. | 283 | 19 | 3 | | 7 | 3 | GG-15 |
| Skill: In maintaining an objective point of view in problem situations. | 284 | 4 | 13 | | | | GG-16 |
| Skill: In developing personality traits necessary for successful job performance. | 286 | 9 | N | | 16 | 16 | GG-6 |
| Skill: In adapting to the personality and needs of customers. | 288 | 22 | N | AP-6 | | | |
| Skill: In avoiding misrepresentations of people, products and policies. | 289 | 13 | N | | 6 | 13 | GG-17 |
| Skill: In exercising self-control during trying situations. | 294 | 2 | N | | 2 | 7 | GG-7 |
| Skill: In accepting criticism and turning it into a character-building element. | 295 | 9 | 9 | | 16 | 2 | GG-9 |
| Skill: In demonstrating initiative and creativity. | 296 | 13 | 5 | AP-4 | | | |
| Skill: In adjusting to change. | 301 | 7 | 16 | | 7 | 11 | GG-11 |
| Skill: In generating enthusiasm toward people. | 303 | 7 | 13 | AP-3 | | | |
| Attitude: That the store's personnel policies are established for the benefit of the store and the employee. | 308 | 25 | 3 | | 7 | 8 | GG-23 |
| Attitude: That honesty and integrity are personality traits necessary in job situations such as record-keeping, time-keeping and stock-keeping in addition to jobs that require working with money. | 312 | 22 | 7 | | 1 | 12 | GG-5 |
| Attitude: An awareness that an employee must be willing to accept and adjust to change. | 316 | 16 | N | | 5 | 2 | GG-10 |
| Attitude: An awareness of the necessity to perform tasks in addition to one's job responsibilities when situations necessitate. | 317 | 19 | 13 | | 16 | 2 | GG-8 |
| Attitude: A belief that a supervisor should set an example of personal work habits and character which employees can emulate. | 318 | 16 | 9 | | 7 | 17 | GG-25 |
| Attitude: An awareness that good personal appearance helps create effective customer impressions. | 319 | 5 | 13 | | 11 | 12 | GG-20 |
| Attitude: A feeling that good human relations within a company builds good public relations. | 320 | 26 | 13 | AP-7 | | | |

| INSTRUCTIONAL AREA AND COMPETENCY | Competency No. | AUTOMOTIVE AND PETROLEUM GUIDE | | | GENERAL MARKETING GUIDE | | |
|---|---|---|---|---|---|---|---|
| | | Sales/Service Person | | | | | |
| **IMPORTANT NOTE:** **N = Not ranked by jury participants** | | Employees Ranking | Business Executive Jury Ranking | Page # | Employees Ranking | Business Executive Jury Ranking | Page # |
| Attitude: An awareness that creativity among company personnel should be rewarded. | 324 | 24 | 7 | AP-10 | | | |
| Attitude: A willingness to accept and put into practice the planned policies and procedures of management. | 325 | 4 | N | AP-8 | | | |
| **MARKETING / ECONOMICS** | | | | | | | |
| Knowledge of or Understanding that: How business arrive at profit. | 1000 | 2 | 1 | | 2 | 2 | GG-1 |
| Attitude: A belief that personal advancement and prosperity can be determined by the contribution made to the success of the business employed in. | 1001 | 2 | 2 | AP-1 | | | |
| **MANAGEMENT** | | | | | | | |
| Knowledge of or Understanding that: How to maintain a working environment where employees can have a sense of security and reasonable freedom from worry. | 604 | 21 | 9 | AP-6 | | | |
| Knowledge of or Understanding that: The store's procedures for evaluating employees. | 610 | 9 | 18 | AP-5 | | | |
| Knowledge of or Understanding that: Mail and telephone order services not only build customer goodwill but also help increase sales. | 622 | 21 | 18 | AP-9 | | | |
| Knowledge of or Understanding that: The availability and location of customer facilities. | 623 | 11 | 9 | AP-7 | | | |
| Knowledge of or Understanding that: The procedures for filing claims for merchandise damages, shortage and overcharges on carriers of manufacturers. | 642 | 21 | 3 | AP-3 | | | |
| Skill: In planning and organizing work. | 723 | 7 | 3 | | 3 | 4 | GG-4 |
| Attitude: A belief that each employee should be made to feel his/her efforts are really appreciated. | 740 | 1 | 5 | | 1 | 3 | GG-2 |
| Attitude: A belief that careful and thoughtful consideration should be given to the probable effect each rule, notice and practice will have on the feelings of all concerned. | 741 | 13 | 20 | AP-2 | | | |
| Attitude: That conditions should be that working proves to be a satisfying social experience as well as a means of making a livelihood. | 744 | 11 | N | | 4 | 2 | GG-3 |
| Attitude: Belief that efficient individual workers and an organization that functions smoothly are usually outcomes of effective employee training. | 745 | 11 | 9 | AP-4 | | | |
| Attitude: An awareness that special customer services and accommodations build customer goodwill and help increase sales. | 754 | 4 | N | AP-8 | | | |

| INSTRUCTIONAL AREA AND COMPETENCY | Competency No. | AUTOMOTIVE AND PETROLEUM GUIDE | | | GENERAL MARKETING GUIDE | | |
|---|---|---|---|---|---|---|---|
| | | Sales/Service Person | | | | | |
| **IMPORTANT NOTE:** **N = Not ranked by jury participants** | | Employees Ranking | Business Executive Jury Ranking | Page # | Employees Ranking | Business Executive Jury Ranking | Page # |
| Attitude: An awareness that to improve delivery service, transactions should be recorded accurately and legibly and delivery dates promised carefully. | 756 | 21 | 9 | AP-10 | | | |
| Attitude: That lines of authority should be followed, so that a department head or supervisor's position may not be weakened by management dealing directly with employees on matters that are logically in the supervisor's domain. | 759 | 17 | 14 | AP-1 | | | |
| Knowledge of or Understanding that: Plans and policies related to customer service. | 1202 | 2 | 9 | AP-11 | | | |
| Knowledge of or Understanding that: Know and understand the company's chain of command/authority. | 1213 | 17 | 14 | AP-12 | | | |
| Knowledge of or Understanding that: Procedures for compliance to OSHA regulations, and company accident prevention and safety policies. | 1215 | 5 | 18 | AP-13 | | | |
| Knowledge of or Understanding that: Procedures for employee or customer accidents. | 1216 | 14 | 14 | AP-14 | | | |
| Knowledge of or Understanding that: Where to leave valuables during working hours and the identification or use of locker space for these valuables. | 1217 | 17 | 9 | AP-15 | | | |
| Knowledge of or Understanding that: Rules and regulations on the personal use of the store's telephone. | 1218 | 7 | 14 | AP-16 | | | |
| Knowledge of or Understanding that: The company's safety rules and regulations. | 1221 | 4 | 1 | AP-17 | | | |
| Knowledge of or Understanding that: Phone numbers for emergency use (Manager's home phone, maintenance services phone, local police/fire department, hospital clinic, main office, etc.) | 1222 | 17 | 5 | AP-18 | | | |
| Knowledge of or Understanding that: Be aware of corporate training/educational programs and support such policies and programs. | 1223 | 9 | 14 | AP-19 | | | |
| **MATHEMATICS** | | | | | | | |
| Skill: In multiplying and extending figures with facility. | 357 | 4 | 1 | | 1 | 1 | GG-3 |
| Skill: In adding columns of figures with facility. | 358 | 3 | 3 | | 2 | 2 | GG-1 |
| Skill: In computing local, state and federal taxes which must be applied in the sale of goods. | 362 | 8 | N | AP-9 | | | |
| Skill: In making change and using the cash register. | 371 | 6 | N | AP-4 | | | |
| Skill: In accurately calculating the exact amount of a customer's purchase. | 374 | 6 | 3 | AP-2 | | | |

| INSTRUCTIONAL AREA AND COMPETENCY | Competency No. | AUTOMOTIVE AND PETROLEUM GUIDE | | | GENERAL MARKETING GUIDE | | |
|---|---|---|---|---|---|---|---|
| | | Sales/Service Person | | | | | |
| **IMPORTANT NOTE:** **N = Not ranked by jury participants** | | Employees Ranking | Business Executive Jury Ranking | Page # | Employees Ranking | Business Executive Jury Ranking | Page # |
| Skill: In using and translating percentages with facility. | 377 | 10 | N | AP-1 | | | |
| Skill: Ability to make change quickly and accurately. | 386 | 10 | N | AP-5 | | | |
| Skill: In preparing cash drawers for checkout registers allowing quantities of change and bills needed for various traffic periods. | 388 | 6 | N | AP-6 | | | |
| Skill: Ability to balance cash drawers against register readings. | 389 | 10 | 6 | AP-8 | | | |
| Attitude: That carefully calculating the exact amount of a customer's purchase will prevent inventory shortages. | 390 | 1 | 5 | AP-3 | | | |
| Attitude: That careful use of the cash register will reduce inventory and money shortages. | 394 | 3 | 3 | AP-7 | | | |
| **MERCHANDISING** | | | | | | | |
| Knowledge of or Understanding that: Stock counts are taken for inventory-control puposes and for ordering purposes. | 401 | 4 | 3 | AP-5 | | | |
| Knowledge of or Understanding that: The ways to handle special orders of merchandise for customers. | 404 | 4 | 1 | AP-3 | | | |
| Knowledge of or Understanding that: The store's methods or procedures used for changing retail stock prices up or down. | 406 | 10 | N | AP-6 | | | |
| Skill: Ability to use the company's merchandise order forms. | 439 | 7 | N | AP-4 | | | |
| Skill: In taking accurate stock counts of merchandise for ordering, inventory or unit book control. | 442 | 10 | N | | 3 | 1 | GG-5 |
| Skill: Ability to participate in merchandise counts for physical inventories. | 463 | 7 | N | | 5 | 3 | GG-4 |
| Skill: In handling special orders of merchandise for customers. | 464 | 1 | 5 | | 4 | 4 | GG-2 |
| Attitude: The stockkeeping errors or losses affect company profits. | 474 | 2 | 3 | | 2 | 2 | GG-6 |
| Attitude: That complete assortments of wanted merchandise must be maintained at all times to stimulate best sales. | 475 | 7 | 5 | AP-1 | | | |
| Attitude: That one must be constantly alert to discover popular items and follow through with additional merchandising and promotional activities. | 493 | 7 | N | AP-2 | | | |

| INSTRUCTIONAL AREA AND COMPETENCY | Competency No. | AUTOMOTIVE AND PETROLEUM GUIDE | | | GENERAL MARKETING GUIDE | | |
|---|---|---|---|---|---|---|---|
| | | Sales/Service Person | | | | | |
| **IMPORTANT NOTE:** **N = Not ranked by jury participants** | | Employees Ranking | Business Executive Jury Ranking | Page # | Employees Ranking | Business Executive Jury Ranking | Page # |
| **OPERATIONS** | | | | | | | |
| Knowledge of or Understanding that: Proper care of store equipment and proper stock arrangements can help prevent accients. | 615 | 1 | 9 | | 3 | 3 | GG-1 |
| Knowledge of or Understanding that: Seemingly small savings in some expense areas can mean a substantial gain in profits. | 618 | 15 | 14 | AP-9 | | | |
| Knowledge of or Understanding that: Careful use of supplies will help control expenses. | 619 | 23 | 14 | | 11 | 11 | GG-15 |
| Knowledge of or Understanding that: The procedures involved in checking merchandise in against an invoice. | 638 | 23 | 2 | AP-3 | | | |
| Knowledge of or Understanding that: The procedures for handling incorrect amounts or types of merchandise received. | 639 | 15 | 21 | AP-5 | | | |
| Skill: In handling and caring for store equipment. | 696 | 8 | N | AP-1 | | | |
| Skill: In following through on non-delivered or lost merchandise. | 706 | 23 | N | AP-4 | | | |
| Skill: In handling incorrect amounts or types of merchandise received. | 707 | 34 | 21 | AP-6 | | | |
| Skill: In accurately checking in merchandise against an invoice. | 708 | 34 | 9 | | 2 | 4 | GG-10 |
| Attitude: That a well-kept store is a primary means of attracting and holding business. | 750 | 3 | N | AP-2 | | | |
| Attitude: Belief that employees must be trained with regard to safety measures and accident prevention. | 751 | 12 | 21 | | 10 | 7 | GG-6 |
| Attitude: A realization that expenses are an influential factor in merchandising profitably. | 752 | 23 | N | AP-10 | | | |
| Attitude: That employees must be made alert to property protection and store security by supplying them information concerning fire and general safety regulations and procedures. | 788 | 10 | 14 | | 6 | 5 | GG-7 |
| Attitude: That in order to be best prepared for future management responsibilities, trainees must be willing to work and train in various capacities with a store operation. | 789 | 28 | 21 | AP-7 | | | |
| Knowledge of or Understanding that: The check procedures when receiving shipments—actual count, spot check, quality control, etc. | 1112 | 28 | 5 | AP-11 | | | |
| Knowledge of or Understanding that: When to inform superiors when a stock item is low and should be reordered. | 1125 | 10 | 14 | AP-12 | | | |

| INSTRUCTIONAL AREA AND COMPETENCY | Competency No. | AUTOMOTIVE AND PETROLEUM GUIDE | | | GENERAL MARKETING GUIDE | | |
|---|---|---|---|---|---|---|---|
| | | Sales/Service Person | | | | | |
| **IMPORTANT NOTE:** **N = Not ranked by jury participants** | | Employees Ranking | Business Executive Jury Ranking | Page # | Employees Ranking | Business Executive Jury Ranking | Page # |
| Skill: Ability to accurately check quantity and conditions of shipments. | 1146 | 31 | 14 | AP-13 | | | |
| Knowledge of or Understanding that: How to follow correct procedures in handling defective/damaged merchandise, incorrect amounts, and merchandise returns. | 1147 | 19 | 21 | AP-14 | | | |
| Knowledge of or Understanding that: The procedure for notifying proper individuals when stock is short or out. | 1151 | 15 | 9 | AP-16 | | | |
| Knowledge of or Understanding that: The importance of the care and proper cleaning of the tools and/or equipment used on the job. | 1158 | 23 | 21 | AP-17 | | | |
| Knowledge of or Understanding that: The importance of a clean neat backroom and work area. | 1159 | 15 | 2 | AP-18 | | | |
| Knowledge of or Understanding that: The procedures or policies for leaving the department or store for short periods during regular working hours. | 1161 | 8 | 9 | AP-20 | | | |
| Knowledge of or Understanding that: The rules and regulations pertaining to lunch and other similar breaks. | 1162 | 15 | 14 | AP-21 | | | |
| Knowledge of or Understanding that: The rules, policies, and/or regulations pertaining to absenteeism of personnel. | 1163 | 4 | 5 | AP-22 | | | |
| Knowledge of or Understanding that: When to contact customer if order or requisition is unclear, incomplete, or there are significant price changes. | 1189 | 3 | 5 | AP-23 | | | |
| Skill: In stocking merchandise in appropriate place and appropriate manner, keeping shelves filled, face merchandise to front, maintain a good appearance of products. | 1190 | 6 | 21 | AP-25 | | | |
| Skill: In conducting periodic physical inventories. | 1191 | 31 | 28 | AP-26 | | | |
| Skill: In maintaining accurate inventory control records. | 1192 | 19 | 29 | AP-27 | | | |
| Skill: In determining amount of inventory on hand from inventory records or actual count. | 1193 | 19 | 21 | AP-28 | | | |
| Skill: In preparing products for storage; unload trucks, unpack, arrange merchandise in stock area. | 1194 | 28 | 28 | AP-30 | | | |
| Skill: Ability to conduct a complete physical inventory when required. | 1195 | 6 | 26 | AP-31 | | | |
| Skill: In planning and scheduling work tasks and assignments. | 1196 | 28 | N | AP-32 | | | |
| Knowledge of or Understanding that: Understand and be able to accurately check in an order, using whatever forms are required. | 1197 | 34 | 21 | AP-33 | | | |
| Knowledge of or Understanding that: The procedure for handling the mechanical breakdown of equipment. | 1198 | 34 | 5 | AP-34 | | | |
| Attitude: That the schedule of service station business hours should be arranged to meet the needs of the type of customers being served and adjusted when their buying habits change. | 1199 | 10 | N | AP-35 | | | |

| INSTRUCTIONAL AREA AND COMPETENCY | Competency No. | AUTOMOTIVE AND PETROLEUM GUIDE | | | GENERAL MARKETING GUIDE | | |
|---|---|---|---|---|---|---|---|
| | | Sales/Service Person | | | | | |
| **IMPORTANT NOTE:** **N = Not ranked by jury participants** | | Employees Ranking | Business Executive Jury Ranking | Page # | Employees Ranking | Business Executive Jury Ranking | Page # |
| **PRODUCT AND/OR SERVICE TECHNOLOGY** | | | | | | | |
| Knowledge of or Understanding that: The ways to interpret the features of a service in terms of benefits to customers. | 499 | 16 | 1 | AP-8 | | | |
| Knowledge of or Understanding that: The ways to show that an item of merchandise is suited for the purpose the customer has in mind. | 501 | 3 | N | AP-14 | | | |
| Knowledge of or Understanding that: The various locations of merchandise on the selling floor and in reserve stock. | 505 | 26 | 11 | AP-2 | | | |
| Knowledge of or Understanding that: The uses of specific merchandise/services and the differences between similar articles so that merchandise/services may be selected to meet a customer's needs. | 508 | 12 | 14 | AP-10 | | | |
| Knowledge of or Understanding that: Merchandise information is a useful tool in opening a sales conversation with a customer. | 511 | 1 | 10 | AP-11 | | | |
| Knowledge of or Understanding that: Merchandise guarantees and directions protect both the customer and the store and help increase sales. | 512 | 8 | 6 | AP-7 | | | |
| Skill: In using facts about the merchandise itself when helping a customer make a buying decision. | 548 | 18 | 6 | AP-15 | | | |
| Skill: In expressing customer benefits that accompany a service's selling features. | 550 | 16 | N | AP-12 | | | |
| Skill: In using a knowledge of the features and customer acceptance of competing services and points of superiority of the service being discussed during a sale. | 563 | 26 | 6 | AP-13 | | | |
| Skill: Ability to translate merchandise label information into selling points. | 564 | 21 | N | AP-16 | | | |
| Skill: Ability to read and interpret various automotive service guides or charts when determining the best way to service a particular model car. | 577 | 12 | N | AP-1 | | | |
| Attitude: That a continual program of training and retraining employees with product knowledge must be carried out. | 580 | 23 | 6 | AP-4 | | | |
| Attitude: That a salesperson must have sufficient knowledge of the services offered or merchandise sold in order to answer a customer's question satisfactorily. | 582 | 2 | 3 | AP-17 | | | |
| Attitude: That adequate merchandise/service knowledge usually creates in the salesperson enthusiasm for his/her goods and adds to his/her self-confidence. | 583 | 18 | 3 | AP-5 | | | |
| Attitude: That merchandise information can be gained by handling merchandise and by using it. | 590 | 29 | 9 | AP-3 | | | |
| Skill: In explaining to customers service uses of SE, SD, SC, SB motor oils. | 1302 | 21 | N | AP-18 | | | |

| INSTRUCTIONAL AREA AND COMPETENCY | Competency No. | AUTOMOTIVE AND PETROLEUM GUIDE | | | GENERAL MARKETING GUIDE | | |
|---|---|---|---|---|---|---|---|
| | | Sales/Service Person | | | | | |
| **IMPORTANT NOTE:** **N = Not ranked by jury participants** | | Employees Ranking | Business Executive Jury Ranking | Page # | Employees Ranking | Business Executive Jury Ranking | Page # |
| Skill: In explaining the characteristics and uses of automotive fluids including brake, power steering, and transmission fluids. | 1303 | 8 | N | AP-19 | | | |
| Skill: In explaining the care requirements of batteries including cleaning terminals, installation and removal, and maintaining acid levels in each cell. | 1304 | 5 | N | AP-21 | | | |
| Skill: In utilizing storage and precautionary measures when handling batteries. | 1305 | 21 | N | AP-23 | | | |
| Skill: In recommending batteries on the basis of a customer's budget and usage requirement. | 1306 | 26 | N | AP-24 | | | |
| Skill: In explaining the relationship between the air filter, the air filtering process, and automobile performance. | 1307 | 21 | 13 | AP-26 | | | |
| Skill: In explaining the functions of gasoline filters including the removal of dirt, dust, and other foreign particles from the gasoline. | 1308 | 26 | 13 | AP-27 | | | |
| Skill: In recommending the replacement of gasoline filters. | 1309 | 12 | 9 | AP-29 | | | |
| Skill: In explaining the characteristics and uses of coolant additives such as antifreeze boosters and rust and corrosion inhibitors. | 1310 | 12 | N | AP-31 | | | |
| Skill: In analyzing conditions of fanbelts which contribute to wear or failure such as frayed edges or cracks, and recommend replacement. | 1311 | 9 | N | AP-32 | | | |
| Skill: In distinguishing between types of spark plugs—resistor and non-resistor plugs. | 1312 | 5 | N | AP-33 | | | |
| Skill: In selecting replacement spark plugs utilizing available resources (spark plug guides, manufacturer's manuals) on the basis of thread size (14mm, 18mm) and heat range (hot, cold) required. | 1313 | 26 | N | AP-34 | | | |
| Skill: In keeping price schedules and sales policies current. | 1314 | 12 | N | AP-35 | | | |
| Skill: In retaining current warranty policy information. | 1315 | 5 | N | AP-36 | | | |
| **SELLING** | | | | | | | |
| Knowledge of or Understanding that: The way to show or display merchandise to create interest and desire in customers. | 805 | 34 | 47 | AP-21 | | | |
| Knowledge of or Understanding that: The ways to demonstrate merchandise to create interest and desire in customers. | 806 | 65 | 41 | AP-43 | | | |
| Knowledge of or Understanding that: How to provide information about merchandise which will create desire or interest in customers. | 808 | 26 | 17 | AP-28 | | | |
| Knowledge of or Understanding that: How to suggest related items, accessory items or larger quantities to customerin order to increase the amount of the sale. | 809 | 11 | 52 | AP-58 | | | |
| Knowledge of or Understanding that: How to handle individual differences in customers. | 810 | 11 | 35 | AP-38 | | | |

| INSTRUCTIONAL AREA AND COMPETENCY | Competency No. | AUTOMOTIVE AND PETROLEUM GUIDE | | | GENERAL MARKETING GUIDE | | |
|---|---|---|---|---|---|---|---|
| | | Sales/Service Person | | | | | |
| **IMPORTANT NOTE:** **N = Not ranked by jury participants** | | Employees Ranking | Business Executive Jury Ranking | Page # | Employees Ranking | Business Executive Jury Ranking | Page # |
| Knowledge of or Understanding that: The ways to help a customer make a buying decision. | 811 | 34 | 35 | AP-50 | | | |
| Knowledge of or Understanding that: The customer approaches such as greeting, merchandise and service which may be used when opening a sale. | 812 | 20 | 26 | AP-22 | | | |
| Knowledge of or Understanding that: The procedures involved in conducting a cash sale transaction. | 813 | 54 | 17 | AP-13 | | | |
| Knowledge of or Understanding that: The procedures for conducting a charge sale transaction. | 814 | 34 | 35 | AP-16 | | | |
| Knowledge of or Understanding that: How to properly handle charge plates during a charge sale transaction. | 815 | 34 | 12 | AP-17 | | | |
| Knowledge of or Understanding that: How to make change and count it back to the customer. | 818 | 6 | 5 | AP-8 | | | |
| Knowledge of or Understanding that: The procedures to use when writing out saleschecks. | 819 | 20 | 12 | AP-1 | | | |
| Knowledge of or Understanding that: The ways to determine how and when to close a sale. | 820 | 20 | 8 | AP-52 | | | |
| Knowledge of or Understanding that: The importance of credit as a selling tool. | 821 | 54 | 2 | AP-15 | | | |
| Knowledge of or Understanding that: How to translate product/service knowledge into customer benefits. | 822 | 34 | 17 | AP-25 | | | |
| Knowledge of or Understanding that: The ways to handle customer complaints according to store policy. | 823 | 6 | 47 | AP-59 | | | |
| Knowledge of or Understanding that: Department and merchandise locations within the store. | 826 | 20 | N | AP-20 | | | |
| Knowledge of or Understanding that: The selling features of products and/or services. | 827 | 11 | 55 | AP-26 | | | |
| Knowledge of or Understanding that: Customer loyalty can be built with timely merchandise and friendly service. | 828 | 20 | 55 | AP-44 | | | |
| Knowledge of or Understanding that: Stock shortages and overages are created by ringing an incorrect amount of sale on the cash register or ringing the sale onto the wrong key. | 829 | 65 | 35 | AP-10 | | | |
| Knowledge of or Understanding that: How to use a lubrication and oil change file system for reminding customers when this car service should be performed. | 836 | 65 | 26 | AP-62 | | | |
| Knowledge of or Understanding that: Effectively handling merchandise builds respect for the goods in the customer's mind and helps to emphasize value. | 843 | 20 | N | AP-41 | | | |
| Knowledge of or Understanding that: The effects of underselling are often as harmful as overselling. | 844 | 54 | 57 | AP-32 | | | |
| Knowledge of or Understanding: How to detect and point out to customers automobile parts that need replacement. | 861 | 20 | N | AP-63 | | | |

| INSTRUCTIONAL AREA AND COMPETENCY | Competency No. | AUTOMOTIVE AND PETROLEUM GUIDE | | | GENERAL MARKETING GUIDE | | |
|---|---|---|---|---|---|---|---|
| | | Sales/Service Person | | | | | |
| **IMPORTANT NOTE:** **N = Not ranked by jury participants** | | Employees Ranking | Business Executive Jury Ranking | Page # | Employees Ranking | Business Executive Jury Ranking | Page # |
| Skill: In determining when to approach a customer to open a sale. | 866 | 20 | 17 | AP-24 | | | |
| Skill: In showing a genuine interest in the customer's problem. | 867 | 41 | N | AP-34 | | | |
| Skill: In determining where customers are in their thinking and proceeding to assist them through the remaining decisions in the buying process. | 868 | 20 | 26 | AP-36 | | | |
| Skill: In listening for indications regarding the prices a customer wants to pay during a sale. | 872 | 54 | 17 | AP-37 | | | |
| Skill: In sensing a customer's objections and handling them as effectively as possible. | 874 | 54 | 52 | AP-48 | | | |
| Skill: In closing a sale with a statement appropriate to the occasion or the season. | 876 | 65 | N | AP-53 | | | |
| Skill: In locating stock on the selling floor, in an understock or a reserve stock. | 878 | 45 | 47 | | 2 | 6 | GG-5 |
| Skill: Ability to treat customers with courtesy even though they don't buy in hope that they will return to buy at some future date. | 880 | 4 | N | AP-45 | | | |
| Skill: Ability to determine the buying motives of customers and then appeal to them. | 883 | 54 | N | AP-33 | | | |
| Skill: Ability to engage appropriate timing in every phase of the sales presentation. | 886 | 45 | 47 | AP-55 | | | |
| Skill: Ability to efficiently handle charge sale transactions. | 889 | 20 | 2 | AP-18 | | | |
| Skill: Ability to efficiently handle cash sale transactions. | 890 | 34 | 57 | AP-14 | | | |
| Skill: In helping a customer make a buying decision. | 891 | 34 | N | AP-51 | | | |
| Skill: Ability to get merchandise into the customer's hands to create desire and attachment to the item. | 892 | 54 | 41 | AP-42 | | | |
| Skill: In determining when and how to close a sale. | 895 | 34 | 12 | AP-54 | | | |
| Skill: Ability to determine the correct change and count it back to a customer during a cash sale according to company procedure. | 896 | 2 | 17 | AP-9 | | | |
| Skill: Ability to tactfully handle difficult customers. | 897 | 3 | 47 | AP-39 | | | |
| Skill: In properly writing out saleschecks. | 898 | 45 | N | AP-12 | | | |
| Skill: Ability to serve customers in the manner or style that management desires. | 899 | 11 | 47 | AP-46 | | | |
| Skill: Ability to quickly spot lowstock items and on a priority basis refill immediately if there is a reserve stock. | 902 | 54 | 26 | | 4 | 5 | GG-6 |
| Attitude: A feeling that each customer is an "individual." | 918 | 11 | 12 | AP-40 | | | |
| Attitude: A feeling that the customer needs the service or product being offered. | 919 | 61 | 35 | AP-5 | | | |

| INSTRUCTIONAL AREA AND COMPETENCY | Competency No. | AUTOMOTIVE AND PETROLEUM GUIDE | | | GENERAL MARKETING GUIDE | | |
|---|---|---|---|---|---|---|---|
| | | Sales/Service Person | | | | | |
| **IMPORTANT NOTE:** **N = Not ranked by jury participants** | | Employees Ranking | Business Executive Jury Ranking | Page # | Employees Ranking | Business Executive Jury Ranking | Page # |
| Attitude: A feeling of sincere interest in customers and their problems. | 920 | 34 | 26 | AP-35 | | | |
| Attitude: A belief that the job of selling contributes to the well-being of customers. | 921 | 45 | 35 | AP-1 | | | |
| Attitude: A strong interest in the merchandise or service being sold. | 922 | 65 | 26 | AP-29 | | | |
| Attitude: A conviction that selling is important to the store and to the economy. | 923 | 34 | 35 | AP-2 | | | |
| Attitude: A feeling that genuine enthusiasm for merchandise during a sale will help create desire or interest in the customer. | 925 | 11 | 26 | AP-30 | | | |
| Attitude: That customer's objections must be handled and overcome with respect. | 926 | 6 | 26 | AP-49 | | | |
| Attitude: That a customer's complaint is an excellent opportunity to build goodwill. | 927 | 45 | 8 | AP-60 | | | |
| Attitude: That suggestion selling is a service to the customer and also personal satisfaction for money spent. | 929 | 54 | 26 | AP-57 | | | |
| Attitude: That basic product information is necessary to demonstrate good selling practices. | 931 | 34 | 8 | AP-27 | | | |
| Attitude: That sufficient understanding of a firm's policies is necessary to truly represent the viewpoint of management to customers. | 932 | 54 | 41 | AP-47 | | | |
| Attitude: That the amount of time needed to help one customer make a decision in purchasing an identical article may be double or triple that of another. | 934 | 54 | 35 | AP-31 | | | |
| Attitude: That the customer—by the very act of complaining—is giving the store an opportunity to correct a possible fault in its operation. | 937 | 34 | 41 | AP-61 | | | |
| Attitude: A feeling of pride in being a salesperson. | 938 | 54 | 17 | AP-3 | | | |
| Attitude: That customers should be approached promptly and not be kept waiting. | 942 | 11 | 52 | AP-23 | | | |
| Attitude: A belief that one should live up to promises made to customers. | 943 | 20 | 5 | AP-4 | | | |
| Attitude: A belief that one should take advantage of sales training opportunities. | 944 | 65 | 2 | AP-7 | | | |
| Attitude: An awareness that salespersons should attempt to meet their sales quota in order to meet established job performance. | 945 | 54 | 8 | AP-6 | | | |
| Attitude: That the buyer or department manager must be promptly informed of items not in stock for which customers ask. | 947 | 34 | 26 | AP-19 | | | |
| Attitude: That merchandise must be carefully handled to reduce markdowns. | 948 | 45 | N | | 6 | 2 | GG-2 |
| Attitude: An awareness that successful selling hinges on adequate product information, the customer's understanding and the salesperson's personality. | 950 | 34 | 47 | AP-56 | | | |
| Attitude: That one should give the best customer service with the customer always first in mind. | 957 | 2 | 41 | | 1 | 1 | GG-1 |

**Cluster Instructional Objective:** A SALESPERSON MUST SUPPLEMENT ADVERTISING IN COMPLETING A SALE



1

## What Does the Competent Marketing Employee Do?

060-Attitude

That although the ultimate goal of advertising is to sell goods and services, the salesperson usually completes the sale.



## Suggested Learning Activities

Let each student select five advertisements used in the training station or a local automotive and petroleum company. The student can report how a salesperson could help supplement the ad when a customer comes into the store.

Discuss what type of reaction a customer could have when responding to an ad in each of the following situations:

1. The salesperson does not know what is advertised.
2. The salesperson cannot locate the item.
3. The salesperson is not familiar with the item (cannot operate).
4. The salesperson does not display courteous behavior.
5. The salesperson avoids answering all questions.
6. You are forced to wait for five minutes before a salesperson sees you.

## References

LAP 1-060

Retail Merchandising
Chapter 13
8th Edition

Retail Selling
Chapter 29
2nd Edition

Selling Principles and Practices
Chapter 19
5th Edition

Retailing Principles and Practices
Unit 14
7th Edition

Petroleum Marketing
Chapter 14

## Cluster Instructional Objective: SUCCESSFUL ADVERTISING MUST BE BELIEVABLE



1

## What Does the Competent Marketing Employee Do?

092-Attitude

That advertising, to be successful, must be believed by the customer.



## Suggested Learning Activities

Select three automotive and petroleum advertisements from the local paper. Discuss with the class if the ads are believable. If not, why?

Collect advertisements from local newspapers, magazines, etc. that do not appear realistic. Discuss if students would stop to buy from these stores. If not, why?

Invite a representative from an advertising agency or a person who develops advertisements for local automotive and petroleum companies to speak to the class. The efforts made to make advertising believable can be one subject area covered.

## References

LAP 4-092

Retail Merchandising
Chapter 13
8th Edition

Retail Selling
Chapter 29

Selling Principles and Practices
Chapter 19
5th Edition

Retailing Principles and Practices
Parts 26, 66
7th Edition

Petroleum Marketing
Chapter 14

## Cluster Instructional Objective:

UNDERSTAND AND APPLY SALES-RELATED ACTIVITIES WITHIN THE STORE THAT APPLIES TO THE ADVERTISED MERCHANDISE

AP-3

## What Does the Competent Marketing Employee Do?

070-Attitude

That it is necessary to know facts about merchandise being advertised such as prices, brand names, available sizes, colors, styles and models in order to better promote or sell it.

Common to
- Food Marketing
- General Retail Merchandising
- Hardware—Building Materials —Farm and Garden



## Suggested Learning Activities

Given two blank advertising fact sheets and two advertisements, complete an advertising fact sheet by inserting the required information as obtained from the advertisements.

Have students prepare a mini report on the value of supplying consumers with valuable information about a particular product or service. Emphasize the need to stress the unique advantage of the product in order to convince a customer to buy it.

Have students select three ads for products sold in an automotive and petroleum industry. Have students record the facts contained in the ads about the merchandise to an advertising fact sheet which should contain name of the store, location, hours, headline, product description, sizes, color, original and sales price.

## References

LAP 7-070

Retail Selling
Chapter 29
2nd Edition

Retail Merchandising
Chapter 13
8th Edition

Retailing Principles and Practices
Unit 9
7th Edition

Selling Principles and Practices
Chapter 19
5th Edition

Petroleum Marketing
Chapter 14

**Cluster Instructional Objective:** ABILITY TO UNDERSTAND THE IMPORTANCE OF GOOD TECHNIQUES IN COMMUNICATION AP-1

## 2 What Does the Competent Marketing Employee Do?

120-Skill

In using the terminology of distribution and developing a vocabulary descriptive of the product or service being sold.

Common to
- Finance and Credit
- Transportation and Warehousing

OTHER CLUSTER COMPETENCIES

164-Attitude



## Suggested Learning Activities

Have students prepare a list of 15 terms that are unique to their career area. Then beside each term, define the term. Have students with similar career objectives compare their lists. The students should adjust their list by writing an "addition column." Any new words found on another student's list can be placed there. Slang words are acceptable. The lists should be submitted to you.

Have students select an item from their training station that requires, or could require, some type of personal selling. Have the students give a short presentation on the item using as many terms as possbile when discussing the item. Role play with a student. Have the student be a salesperson. Give the student (salesperson) an unfamiliar product. As the customer you should be very familiar with the product. It should become obvious to the student how hard it is to sell a product when one has insufficient product knowledge and consequently improper vocabulary.

## References

LAP 2-120

Communication in Marketing
Chapter 3

Your Job in Distribution
Page 283

Merchandising Parts and Service
Chapter 1

Petroleum Marketing
Chapter 3

## Cluster Instructional Objective: ABILITY TO UNDERSTAND THE IMPORTANCE OF GOOD TENCHIQUES IN COMMUNICATION

AP-2

Communications

2 What Does the Competent Marketing Employee Do?

164-Attitude

Awareness that certain thoughtlessly used terms or words can be misinterpreted by the listener.

Common to
- Food Marketing
- General Retail Merchandising
- Finance and Credit
- Transportation and Warehousing

OTHER CLUSTER COMPETENCIES

120-Skill



## Suggested Learning Activities

List the following words on a piece of paper and have the students explain ways these words can be misinterpreted by a customer.

1. Fantastic deal
2. Satisfaction guaranteed
3. Reduced up to 50%
4. Out of business sale
5. A good brand
6. A brand name
7. Cost
8. Factory second
9. Best buy
10. Clearance

From a newspaper, have students list the words from any advertisement or headline that could be misinterpreted or misleading. Also, students can look for any grammatical errors.

## References

LAP 2-164

Human Relations in Business
Chapter 6

Fundamentals of Selling
Chapter 5

Communication in Marketing
Chapter 4
2nd Edition

Petroleum Marketing
Chapter 3

Dealership Organization and Management
Chapter 7

## Cluster Instructional Objective:

ABILITY TO DEMONSTRATE GOOD ORAL COMMUNICATIONS IN SPEECH AND VOCABULARY USAGE

AP-3

Communications

2

## What Does the Competent Marketing Employee Do?

137-Skill

Ability to talk clearly and pleasantly, conveying spirit and enthusiasm in one's speech.

Common to
- Transporation and Warehousing
- Food Marketing
- Finance and Credit
- General Retail Merchandising

OTHER CLUSTER COMPETENCIES

152-Attitude

## Suggested Learning Activities

Have the class break up into small groups. Give each group a list of products. Let each student present a product to the group. If these are not familiar products, students should be given a list of product features to guide the presentation. The group should grade the student on his/her ability to talk clearly, pleasantly, enthusiastically and with spirit.

Role play a customer-sales/service person conversation. The situation should be one of conflict where the salesperson (the student) must communicate effectively. You or another student should play the customer.

## References

LAP 3-137

Retail Selling
Chapter 8

Fundamentals of Selling
Chapter 3

Communication in Marketing
Chapters 3, 4

Counterman's Handbook
Chapter 7

Petroleum Marketing
Chapter 3

Dealership Organization and Management
Chapter 7

## Cluster Instructional Objective:

ABILITY TO DEMONSTRATE GOOD ORAL COMMUNICATIONS IN SPEECH AND VOCABULARY USAGE

AP-4

## 2 What Does the Competent Marketing Employee Do?

152-Attitude

An appreciation of the value of correct enunciation and pronunciation in speaking.

Common to
- Food Marketing
- General Retail Merchandising
- Finance and Credit
- Transportation and Warehousing
- Hardware—Building Materials —Farm and Garden

OTHER CLUSTER COMPETENCIES

137-Skill



## Suggested Learning Activities

Ask students to develop a list of ten words from their reading assignments they find difficult to pronounce. At convenient intervals during the semester, have students write the words on the chalkboard. Discuss the definitions with students and have students practice pronouncing the words. They should also use the words in sentences.

Ask a teacher from the speech department to talk to the class on the importance and value of correct enunciation and pronunciation. Supplement this presentation with a follow-up that applies to the business environment.

Acquire a tele-trainer from the telephone company. Have students role play the following situation and record the students' conversations.

SITUATION: Have students call to inquire about an advertised position. Play the recording back to the class and listen for poor wording, poor enunciation, and poor pronunciation. Stress the importance of speaking correctly and the image it creates.

## References

LAP 3-152

Communications in Marketing
Chapter 3
2nd Edition

Communication at Work
Chapter 3

Retailing Principles and Practices
Part 14
7th Edition

Petroleum Marketing
Chapter 3

Counterman's Handbook
Chapter 7

Dealership Organization and Management
Chapter 7

## Cluster Instructional Objective: COMPREHEND HOW THE VOICE AND GESTURES AFFECT COMMUNICATION



2

## What Does the Competent Marketing Employee Do?

150-Attitude

An awareness that the voice can be used to express conviction and convey confidence.

Common to
- Food Marketing
- Finance and Credit
- Transportation and Warehousing
- General Retail Merchandising
- Hardware—Building Materials
  —Farm and Garden



## Suggested Learning Activities

Tape four or five radio commercials. Try to record a variety of advertisements that use different voice approaches to advertise merchandise. Have students write a reaction statement to each commercial after you have played it back for them; classifying their reactions on the board. Question what could be done in order to make the advertisement express conviction and convey confidence.

Prepare a written sales talk. Have several students record the written sales talk. Have them try to convey confidecne and express conviction. Play the recordings back to the class for their comments.

Invite a guest speaker from the school drama group. Ask him/her to present ideas showing different emotions and attitudes. Then discuss how gestures and voice affect communication.

## References

LAP 5-150

Fundamentals of Selling
Chapter 3, b

Communications in Marketing
Chapter 3
2nd Edition

Petroleum Marketing
Chapter 3

Dealership Orgnaization and Management
Chapter 7

## Cluster Instructional Objective: ABILITY TO UNDERSTAND THE IMPORTANCE OF THE VOICE AS A MEDIUM OF SELLING

AP-6

Communications 2

# What Does the Competent Marketing Employee Do?

154-Attitude

A belief that the voice is an important medium through which selling is accomplished.

Common to
- Food Marketing
- General Retail Merchandising
- Finance and Credit
- Hardware—Building Materials —Farm and Garden



# Suggested Learning Activities

Let students record a sales presentation for an item sold at their training station. Then students should play back the tape and evaluate its effectiveness for attention-getting value, enthusiasm, poise, confidence, and as an index of their feelings. Their tape recording and evaluation should be turned in to you.

Have students listen to a TV or radio announcer in class and rate the announcer's voice for enthusiasm, poise, confidence, and effectiveness as an attention-getter.

Have students consider the statement, "Listening is one-half of the two-way communication process." Invite a salesperson from a local automotive and petroleum company to illustrate the benefits of listening to consumer wants, as well as speaking clearly while giving precise and accurate information. Emphasize that tone of voice, as well as clear information, can help close a sale.

# References

LAP 6-154

Fundamentals of Selling
Chapter 3

Communications in Marketing
Chapter 3
2nd Edition

Personality Devleopment for Business
Chapters 7, 8, 9

Petroleum Marketing
Chapter 3

Communication at Work
Chapters 1, 2, 3

## Cluster Instructional Objective: DEMONSTRATE CORRECT TELEPHONE USAGE AP-7

## 2 What Does the Competent Marketing Employee Do?

114-Skill

In using the telephone correctly and most effectively.

Common to
- Finance and Credit
- Transportation and Warehousing
- Hardware—Building Materials
- —Farm and Garden

## Suggested Learning Activities

Contact your local telephone company to see if films are available on communications and the importance of using the phone correctly and effectively. An outside speaker to follow up on the film is also useful.

Let students call directory assistance five times. Have the students space out the calls so they will get different operators. Have the students evaluate the "image" that the operator projected. They should evaluate the activity by the five important qualities of a good telephone voice.

Divide the class into small groups and have the groups compose a list of important qualities of a good phone voice. Role play these qualities.

Instruct students on the "proper" way to answer a telephone. This should include pleasant greeting, department and name. Also, give suggestions on asking customer to wait ("Will you hold please?"), and to take a message ("I'm sorry, Mr. D. is not in the office at the moment. May I take a message?").

## References

LAP 9-114

Retailing Principles and Practices
Unit 5
7th Edition

Communications in Marketing
Chapter 2
2nd Edition

Counterman's Handbook
Chapter 8

Petroleum Marketing
Chapter 3

## Cluster Instructional Objective: ABILITY TO TRANSLATE TECHNICAL WORDS INTO CUSTOMER LANGUAGE

AP-8

Communications 2

# What Does the Competent Marketing Employee Do?

143-Skill

In translating techincal words concerning a product or service into the customer's language.

Common to
Finance and Credit
General Retail Merchandising



# Suggested Learning Activities

In small groups have the students analyze products discussing each feature in terms of customer benefits.

Have the students role play a sales demonstration using a technical product. All technical words should be translated to customer language. Emphasize the need of being certain that the customer understands the terms being used. Make sure the customer can make a decision wtihout confusion and misunderstanding.

# References

LAP 12-143

Salesmanship Fundamentals
Chapter 6

Fundamentals of Selling
Chapter 9, c

Communications in Marketing
Chapter 1
2nd Edition

Petroleum Marketing
Chapter 3

General Merchandising
Assignment 3

Communications

## 2 What Does the Competent Marketing Employee Do?

123-Skill

In selecting and using words suitable to the nature of the article of merchandise or service being sold.

Common to
- Finance and Credit
- Food Marketing
- General Retail Merchandising

## Suggested Learning Activities

Have students select a product or service sold by their training station or a local automotive and petroleum firm and prepare a list of vocabulary words unique to the product or service.

Students can prepare a demonstration on a product sold at their training station or a local automotive and petroleum company. As a student is presenting the product, classmates can make a vocabulary list of words used which they believe are unique to the product.

Have a group of students brainstorm a list of at least 20 adjectives. Then the group can identify which adjectives convey real meaning and which are general and do not convey a specific idea.

## References

LAP 13-123

Retailing Principles and Practices
Unit 20
7th Edition

Retail Selling
Chapter 9

Fundamentals of Selling
Chapter 3

Petroleum Marketing
Chapter 3

Merchandising Parts and Service
Chapter 8

Communications in Marketing
Chapter 3

## What Does the Competent Marketing Employee Do?

116-Skill

In satisfactorily handling customer inquiries for general information.

Common to
- Food Marketing
- Transportation and Warehousing
- Finance and Credit
- General Retail Merchandising

OTHER CLUSTER COMPETENCIES

117-Skill



## Suggested Learning Activities

Students should arrange (with a local manager of an automotive and petroleum firm or their training station) to observe a customer service department. While the students are observing they can make a list of the information that some customers request. Also, have the student evaluate whether or not the inquiry was handled satisfactorily.

Let the students brainstorm a list of information they need to know to be able to satisfactorily help customers. Have the students then interview other employees to add to their list. The students should compile a booklet of this information (questions and answers) to use on the job.

## References

LAP 20-116

Communications in Marketing
Chapters 1, 4
2nd Edition

Fundamentals of Selling
Chapter 7

Customer Services
Chapters 5, 6
2nd Edition

Dealership Organization and Management
Chapter 7

Petroleum Marketing
Chapter 3

## Cluster Instructional Objective: COMPREHEND THE IMPORTANCE OF COMMUNICATING EFFECTIVELY WHEN DEALING WITH CUSTOMERS

AP-11

## 2 What Does the Competent Marketing Employee Do?

117-Skill

In interpreting company policies to customers.

Common to
- Food Marketing
- General Retail Merchandising
- Finance and Credit
- Transportation and Warehousing

OTHER CLUSTER COMPETENCIES

116-Skill



## Suggested Learning Activities

Role play the following situation: Have one student try to explain to a customer (another student) a company policy. You should provide the policy for the students and allow them sufficient time to do this. Emphasize the need for clearly relaying the policy in an organized manner and in the customer's language.

Have students list six questions about their training station or a local automotive and petroleum firm that customers typically ask. The students should then explain how the question relates to company policy and, if possible, an answer to the question.

## References

LAP 20-117

Customer Services
Chapters 5, 6

Petroleum Marketing
Chapter 3

Retailing Principles and Practices
Parts 55, 56, 64
7th Edition

Communications in Marketing
Chapter 8
2nd Edition

Merchandising
Chapters 5, 9
2nd Edition

Dealership Organization and Management
Chapter 7

## Cluster Instructional Objective:

HAS THE ABILITY TO IMPLEMENT DIRECTIONS AND THE PROPER USE OF THE TELEPHONE

AP-12

Communications

2

# What Does the Competent Marketing Employee Do?

115-Skill

In receiving or giving telephone orders, complaints and messages.

Common to
- Transportation and Warehousing
- Food Marketing
- Finance and Credit

# Suggested Learning Activities

Lecture and discuss with students the importance of telephone techniques in receiving or giving telephone orders. Group students into pairs and have them sit back to back. Have one student build or draw a picture by asking questions of another student who has the actual picture. The student who has the actual picture can only answer yes or no to the questions. When the exercise is finished, have the students compare the two pictures and discuss the feelings they had during the activity. This activity should point out the importance of clear communication.

Use a tele-trainer. Have the students role play the following situations:

1. You are placing a call to a customer with information that the auto parts ordered are ready for pick-up.
2. A customer is calling your company to get an estimate for a tune-up.
3. An angry customer is calling you complaining about a service received last week.

# References

LAP 24-115

Communications in Marketing
Chapter 2
2nd Edition

Retail Merchandising
Chapter 12

Petroleum Marketing
Chapter 3

Automotive Service Business
Chapter 5

Counterman's Handbook
Chapter 8

Merchandising Parts and Service
Chapter 9

## Cluster Instructional Objective: ABILITY TO IDENTIFY TRUE REASONS FOR COMPLAINTS

AP-13

Communications

## 2 What Does the Competent Marketing Employee Do?

157-Attitude

That by listening "with a sensitive ear" one can often detect true sources of complaints or grievances among company personnel.

Common to
- Transportation and Warehousing
- Food Marketing
- Finance and Credit
- General Retail Merchandising

## Suggested Learning Activities

Have each student write an incident where the customer was very angry and had the "what for" attitude. Then using the DICE method (Define, Identify, Choose, Evaluate) or another problem solving method, have each student complete one or two such cases from the selected readings. Discuss with the students each step of the case problem approach to make sure that all facts, solutions, etc. are covered. Finish this exercise by exploring how a good salesperson can turn complaints into good customer relations through handling the complaint properly and trying to understand the customer's problem.

Give the students four or five reaction statements and have them write down a short answer. Then discuss with the students the short-range and long-range results of their reactions. Stress the fact that when most customers are angry they are not attacking the individual personally, but the individual's actions; i.e., a service person who didn't completely fix a car and not Bob Smith personally being attacked. The following is an example of one statement. "The tire you sold me got a flat and you said they were quality tires. I don't like people lying to me, and I'm going to have you fired."

## References

LAP 26-157

Retail Merchandising
Chapter 12, d

Communications in Marketing
Chapter 2
2nd Edition

Human Relations in Marketing
Chapter 7
2nd Edition

Retailing Principles and Practices
Part 30
7th Edition

Counterman's Handbook
Chapter 8

Petroleum Marketing
Chapter 3

## Cluster Instructional Objective:

ABILITY TO RELATE THE IMPORTANCE OF WRITING SALES CHECKS AND PURCHASE ORDERS ACCURATELY

AP-14

Communications

2

## What Does the Competent Marketing Employee Do?

125-Skill

In writing sales checks legibly so that errors in delivery, quantities sent and amounts charged can be eliminated.

Common to
- Transportation and Warehousing
- Food Marketing
- General Retail Merchandising
- Finance and Credit



## Suggested Learning Activities

Have students complete the following case problem:

Terry Mason works in the auto parts department. One afternoon, shortly before closing, the store became busy so Terry didn't record the quantity and unit price on the sales checks. He decided to do this after the store closed. At 5:30, Terry started to fill in the missing information. However, for one sales check, Terry could not remember if a $16.00 charge for air filters represented 4 DC260 filters each at $4 or 8 FC640 filters each at $2.00. On another sales check the merchandise was to be delivered but Terry could not read the customer's writing. Discuss why Terry's shortcuts failed, how the mistakes will affect store records, and what the supervisor's reaction is likely to be.

Provide students with examples of sales checks. Using these forms, have students record the following transactions:

1) Mr. Thompson at 1825 Vail Avenue purchased a set of tires at $222, an air filter at $3.50 and a case of oil at $25. This is a charge sale made today. Mr. Thompson

(continued)

## References

LAP 29-125

Retail Selling
Chapter 11

Retailing Principles and Practices
Part 28
7th Edition

Retail Merchandising
Chapter 11

Communication in Marketing
Chapter 7
2nd Edition

Petroleum Marketing
Chapter 3

Dealership Organization and Management
Chapter 9

General Merchandising
Assignment 3

## 2 What Does the Competent Marketing Employee Do?

125-Skill

(continued)

## Suggested Learning Activities

wants the merchandise delivered to his home. As the salesperson, your number is 186 and the department is 18. The sales tax is 5% and delivery charge is $1.50.

2) Miss J.A. Jones of 1912 Herrin Street, Apartment 61E, Madison, WI, charged services on her car for $149.50. There is a sales tax of 5%. As the salesperson your code number is 2864 and the department number is 50; use the current date.

Have students brainstorm problems that could occur when important forms and records are incorrectly or incompletely filled out. Possible consequences could include: Loss in profits, wrong information given to delivery, etc.

## References

LAP 29-125

## Cluster Instructional Objective:

ABILITY TO RELATE THE IMPORTANCE OF TRAINING OF OTHERS AND COMMUNICATION NECESSARY FOR ADVANCEMENT

AP-16

Communications

2

## What Does the Competent Marketing Employee Do?

144-Attitude

That the ability to communicate skillfully in good English is essential to a person's business advancement.

Common to
- Transportation and Warehousing
- Finance and Credit
- General Retail Merchandising
- Food Marketing



## Suggested Learning Activities

Present a short lecture to students on why effective communication is important for advancement on the job. Then have students prepare a list of 10 actions indicative of good communications. For example: "Voice is pleasing to hear, correctly pronounces each word, has a good vocabulary."

Have students prepare applications for employment. Using transparencies, show the students two applications--one prepared neatly using proper English and the other prepared in a haphazard fashion using improper English. Discuss the mistakes and have students decide which applicant they would hire based on the ideas "communicated" by the application.

Invite a guest speaker from an employement agency, personnel department or radio station to speak on the ability to communicate well. Have them relate this to advancement in their careers.

## References

LAP 39-144

Communications in Marketing
Chapters 4, 8
2nd Edition

Petroleum Marketing
Chapter 3

Retail Merchandising
Chapter 15

Counterman's Handbook
Chapter 3

Automotive Service Business
Chapter 5

## Cluster Instructional Objective: ABILITY TO RELATE THAT FIRST IMPRESSIONS AND ENTHUSIASM ARE POSITIVE WORKER TRAITS

AP-17

Communications

2

## What Does the Competent Marketing Employee Do?

158-Attitude

An awareness that nothing is quite so important or contagious as enthusiasm -- for the company, for the service, and for the customers.

Common to
- Food Marketing
- General Retail Merchandising
- Transportation and Warehousing
- Finance and Credit

OTHER CLUSTER COMPETENCIES

163-Attitude

## Suggested Learning Activities

Have students brainstorm a list of 15 adjectives or phrases which convey a feeling of enthusiasm. Then the students should identify different ways a sales/service person can show interest toward customers, merchandise and the store. Set up a role-playing situation where a customer enters a store to make a purchase. Let a student act as the sales/service person demonstrating enthusiasm in many different ways.

Prepare two tape recorded sales presentations. One presentation should be delivered in a monotone and the other delivered enthusiastically. Have students decide from which salesperson they would be inclined to purchase the product. In a group, have students discuss reactions to each salesperson.

Have students find an enthusiastic salesperson that they have dealt with in a store. Students should observe this salesperson and record some of their enthusiastic phrases and selling practices. Then have students report their findings to the class.

## References

LAP 55-158

Retail Selling
Chapter 8

Fundamentals of Selling
Chapter 3

Personality Development for Business
Chapters 10, 11, 12

Petroleum Marketing
Chapter 3

Counterman's Handbook
Chapter 7

Dealership Organization and Management
Chapter 7

## Cluster Instructional Objective: ABILITY TO RELATE THAT FIRST IMPRESSIONS AND ENTHUSIASM ARE POSITIVE WORKER TRAITS

AP-18

Communications

2

## What Does the Competent Marketing Employee Do?

163-Attitude

A realization that first impressions are important to the business and last impressions are longest remembered.

Common to
- Food Marketing
- Transportation and Warehousing
- Finance and Credit

OTHER CLUSTER COMPETENCIES

158-Attitude



## Suggested Learning Activities

Have four students role play a situation in which they are interviewed. Have the first student dress and act poorly; have the second student dress and act a little better; and have the third dress and act the best. The fourth student can take on the role of the interviewer. Have the class react to the impression each student made.

Have a school administrator interview students. Try to have the interviews reflect the student's career choice as much as possible. Use some type of evaluation form. If possible, videotape the interview. Then sit down with the students and discuss what they did right and what needs improvement.

Have students get into small groups with similar career interests. The group can discuss the importance of creating a good first impression to customers, employers, and employees. The group should appoint a recorder to take key points. Their conclusions should be submitted to the rest of the class and discussed.

## References

LAP 55-163

Retailing Principles and Practices
Parts 14, 5
7th Edition

Retail Merchandising
Chapters 3, 19

Petroleum Marketing
Chapter 3

Counterman's Handbook
Chapter 7

Dealership Organization and Management
Chapter 7

## Cluster Instructional Objective:

AN AWARENESS OF THE IMPORTANCE OF GOOD DISPLAY DESIGN IN ORDER TO EXPOSE MERCHANDISE IN SUCH A WAY AS TO INCREASE SALES

AP-1

# 3 What Does the Competent Marketing Employee Do?

237-Attitude

That good display of merchandise is a prime factor in developing a customer's interest.

Common to
- Food Marketing
- General Retail Merchandising
- Hardware—Building Materials —Farm and Garden

# Suggested Learning Activities

From selected readings, have students list reasons why they believe good display is a prime factor in developing a customer's interest. Students can then discuss these items with the class to determine if their views are similar to those expressed by the authors.

From selected readings, have students develop background information on why good displays are a prime factor in developing customer interest. Then students can break into small groups and discuss the topic, with one student acting as a recorder. After the small discussion, have each recorder present the findings to the class.

Have students design a large sign for a tire sale. This will be displayed in the window and should be designed to attract auto traffic. After completing this design have the students take the design to local retail tire dealers for evaluation.

# References

LAP 3-237

Stocking, Marking, and Displaying

Retail Merchandising
Chapter 14

Petroleum Marketing
Chapter 14

Display Planning and Techniques
Section 1

Retailing Principles and Practices
Part 27
7th Edition

Display

## Cluster Instructional Objective:

ABILITY TO RELATE GOOD GROOMING TO PRODUCTIVE JOB PERFORMANCE

AP-1

Human Relations

4

# What Does the Competent Marketing Employee Do?

263-Knowledge of/or Understanding that

How to dress appropriately for the job and maintain a well-groomed appearance.

Common to
- Food Marketing
- General Retail Merchandising
- Finance and Credit
- Transportation and Warehousing
- Hardware—Building Materials —Farm and Garden



# Suggested Learning Activities

Invite a guest speaker, such as a personnel manager, to speak about appropriate dress for careers in the automotive and petroleum industry.

Have students make two collages of clothing; one will consist of clothing which goes well together and looks professional, and the other will consist of clothing which does not go together; gives a sloppy, unkept appearance.

Have students of similar occupational interests get into small groups. The group can devise a dress code for various training stations. All codes should include the need for cleanliness and good grooming habits. The need and appropriateness of make-up should be described for women.

Have students find pictures in magazines that demonstrate appropriate dress for given occupations. These can be arranged on poster board and labled with the corresponding occupations.

# References

LAP 3-263

Fundamentals of Selling
Chapter 3

Psychology and Human Relation
Chapter 2

Petroleum Marketing
Chapter 2

Your Career in Marketing
Part 18

Store Talk
Chapter 4

Retailing Principles and Practices
Part 43
7th Edition

## Cluster Instructional Objective:

ABILITY TO RELATE THE VALUE OF SHOWING AN INTEREST IN OTHERS

AP-2

Human Relations 4

## What Does the Competent Marketing Employee Do?

268-Knowledge of/or Understanding that

How to show an interest in others.

Common to
- Finance and Credit
- General Retail Merchandising
- Transporation and Warehousing
- Hardware—Building Materials —Farm and Garden



## Suggested Learning Activities

Students can keep a notebook for the following situation:
The next three times students are informally visiting with either friends or fellow workers, they should strive to listen and ask questions instead of doing all the talking. In their notebooks, they should record their reaction to the conversation and the feeling created by showing an interest in what the other person was talking about.

Students should name and describe five characteristics that demonstrate showing an interest in others. These can be:
1. Learning to listen to others.
2. Treating others as you would like to be treated.
3. Showing consideration, common sense and courtesy.
4. Respecting the knowledge others share with you.
5. Be pleasant and friendly with everyone.

## References

LAP 7-268

Basic Salesmanship
Chapter 9

Communications in Marketing
Chapter 4

Retailing Principles and Practices
Part 21
7th Edition

Psychology and Human Relations in Marketing
Page 17

Fundamentals of Selling
Chapter 3

Basic Selling
Chapter 9
2nd Edition

Petroleum Marketing
Chapter 2

General Merchandising
Assignment 2

**Cluster Instructional Objective:** ABILITY TO RELATE THAT ENTHUSIASM ON THE JOB CONTRIBUTES TO EMPLOYABILITY AP-3

4

## What Does the Competent Marketing Employee Do?

303-Skill

In generating enthusiasm toward people.

Common to
- Finance and Credit
- Food Marketing
- General Retail Merchandising
- Transportation and Warehousing
- Hardware—Building Materials —Farm and Garden

## Suggested Learning Activities

Discuss with the students different ways in which people can show enthusiasm toward others.

Have students demonstrate how enthusiasm would be shown toward the following types of people:

1. The customer
2. Best friend
3. Younger brother or sister
4. Teacher
5. The boss

In a role playing situation, allow students to practice greeting people setting a friendly atmosphere and building confidence in the person. Invite other teachers, the principal, and/or the counselors to work with the students. (Most students find it more difficult being enthusiastic with adults.) The use of videotape equipment would be beneficial.

## References

LAP 8-303

Fundamentals of Selling
Chapter 3, c

Retailing Principles and Practices
Part 21
7th Edition

Retail Selling
Chapter 8

Petroleum Marketing
Chapter 2

Counterman's Handbook
Chapter 7

Dealership Organization and Management
Chapter 7

## Cluster Instructional Objective:

ABILITY TO RELATE THE IMPORTANCE OF INITIATIVE AND CREATIVITY TO SUCCESSFUL JOB PERFORMANCE

Human Relations

4

## What Does the Competent Marketing Employee Do?

296-Skill

In demonstrating initiative and creativity.

Common to
- Finance and Credit
- General Retail Merchandising
- Food Marketing
- Transportation and Warehousing
- Hardware—Building Materials —Farm and Garden



## Suggested Learning Activities

Present a brief lecture on what initiative and creativity are and how they are instrumental in job success and promotion. Follow the lecture with several brief situations (one follows) that could happen at work. Ask the students what they would do in this situation.

SITUATION:
If you saw that a customer was left on hold (on the telephone), for too long would you answer the phone or wait for another employee to handle the situation?

Explore several situations where students feel that they demonstrated initiative and creativity at work. Ways to lead into this would be to ask students: 1. Were you ever given a task and instead of "just" doing what was required, you took that extra step to do more than what was required of you? How did it make you feel? 2. Did a customer ever have a special problem where you did something out of the ordinary to help?

## References

LAP 10-296

Basic Salesmanship
Chapter 19

Basic Selling
Chapter 9

Retail Merchandising
Chapter 11
Pages 615-616

Retail Selling
Chapter 8
Unit 4

Fundamentals of Selling
Chapter 3

Petroleum Marketing
Chapter 3

## Cluster Instructional Objective: COMPREHEND THE EFFECT OF MORALE TO JOB PERFORMANCE

4 Human Relations

### What Does the Competent Marketing Employee Do?

272-Knowledge of/or Understanding that

Morale as being the term frequently used to describe employee attitudes toward their jobs, employer and fellow employees.

Common to
- Transportation and Warehousing
- Food Marketing
- Wholesaling



### Suggested Learning Activities

Students should prepare a list of five benefits offered by their training station which build morale on the job. Students should list more than just normal "fringe benefits."

Break students into small groups, having each group define the term "morale" and explain how it is formed. Each group should then make a list of things that effect their morale toward work.

Prepare written situations where a person performed very well. Students can write a note of congratulations on a job well done. Discuss how students feel when they have been commended for an accomplishment.

### References

LAP 16-272

Fundamentals of Selling
Chapter 15, b

Communications in Marketing
Chapters 1, 8
2nd Edition

Communications at Work
Chapter 4

Psychology and Human Relations
Chapter 7

Petroleum Marketing
Chapter 2

Dealership Organization and Management
Chapter 6

## Cluster Instructional Objective: ABILITY TO ADAPT TO THE PERSONALITY NEEDS OF THE CUSTOMERS

AP-6

Human Relations 4

## What Does the Competent Marketing Employee Do?

288-Skill

In adapting to the personality and needs of customers.

Common to
- Transportation and Warehousing
- Food Marketing
- Finance and Credit
- Hardware—Building Materials —Farm and Garden

## Suggested Learning Activities

Select two or three students for a role playing situation. Have each student adopt a role of either (1) an indecisive buyer, (2) an aggressive, know-it-all buyer, or (3) a buyer who is in a terrible hurry. Role play three short situations where you are the sales-service person. Demonstrate to the students the skill in adapting to the personality and needs of the customer. Have students realize the value of maintaining self-control regardless of the situation or the personality of the customer.

Students can explain incidents at work where they had to modify their behavior in dealing with customer personalities. Discuss with the students how the case was handled and what could have been done to improve the situation — keeping in mind the personality and needs of the customer. From this discussion, have students develop a list of "how to do it." The students can use the lot at their training stations or future place of employment.

## References

LAP 29-288

Human Relations in Business
Chapter 5

Retailing Principles and Practices
Unit 5
7th Edition

Marketing and Distribution
Chapters 7, 8

Retail Selling
Chapters 18, 19, 21, 22

Petroleum Marketing
Chapter 3

Dealership Organization and Management
Chapter 7

## Cluster Instructional Objective: ABILITY TO RELATE THE VALUE OF BUILDING GOOD PUBLIC RELATIONS



## What Does the Competent Marketing Employee Do?

320-Attitude

A feeling that good human relations within a company builds good public relations.

Common to
- Finance and Credit
- Transportation and Warehousing
- General Retail Merchandising
- Hardware—Building Materials —Farm and Garden



## Suggested Learning Activities

Ask students to cite personal examples of what their training station does to promote better public relations. If students are unsure, have them find out from their training sponsor what the firm does to promote public relations. (This could also be done with another business instead of the training station.)

Discuss the following case: Ms. Jones was a regular customer of RT Service Station. After having some work done on her muffler, the muffler hanger broke and she ran over the pipe. She was very upset and felt the service station should replace it free of cost. The owner told her she would have to pay for the service. Ms. Jones told him she would not and took her car elsewhere. The next day Ms. Jones told all her friends and neighbors. The owner noted that some of the regular customers stopped coming for service.

1) What is the problem?
2) Why did it occur?
3) How can the situation be corrected?
4) What should the manager do in the future?

## References

LAP 31-320

Retailing Principles and Practices
Unit 5
7th Edition

Marketing and Distribution
Part 45

Retail Merchandising
Chapter 3, e

Retail Selling
Chapters 4, 5

Human Relations in Business
Chapters 1, 3, 4

Petroleum Marketing
Chapter 2

Counterman's Handbook
Chapter 7

Dealership Organization and Management
Chapter 7

## Cluster Instructional Objective: ABILITY TO RELATE THE VALUE OF COMPLYING WITH POLICIES AND PROCEDURES AP-8

4 Human Relations

# What Does the Competent Marketing Employee Do?

325-Attitude

A willingness to accept and put into practice the planned policies and procedures of management.

Common to
- Wholesaling
- Finance and Credit
- Transportation and Warehousing
- Food Marketing
- Hardware—Building Materials
  —Farm and Garden



# Suggested Learning Activities

Have students divide a sheet of paper into three columns. In column one, students can identify either three policies at work or school with which they do not totally agree. In column two, have students tell why they do not think the policy is fair. In column three, have students objectively explain why the policies were established. Then have students answer the following: "Should there be exceptions to the rule?" If so, determine what effect this would have on the other employees at work or the rest of the student body. If not, explain. Students should turn in their answers to you.

If students belong to an organization within the school or outside of the school, they can identify rules and regulations for the organization. If possible, the students can secure a copy of the policies. Then have students answer the following: (1) Are there any policies that you do not agree with? Why? (2) Why does your organization have policies? Their findings should be presented to you or to the class.

# References

LAP 44-325

Psychology and Human Relations in Marketing
Chapters 3, 7, 8

Basic Retail Credit
Assignment 12

Dealership Business Management
Chapter 8

Petroleum Marketing
Chapter 2

## Cluster Instructional Objective: ABILITY TO RELATE THE VALUE OF HELPING NEW EMPLOYEES





## What Does the Competent Marketing Employee Do?

275-Knowledge of/or Understanding that

The supervisor must help new employees adjust to their jobs, seeing that they are trained for the job and that they become acquainted with fellow employees.

Common to
- General Retail Merchandising
- Finance and Credit
- Transportation and Warehousing
- Food Marketing



## Suggested Learning Activities

Students can interview an automotive and petroleum supervisor to find out how new employees are helped in adjusting to their jobs, how specific instructions (training) are provided for different jobs, and what method is employed to acquaint new employees with their fellow workers.

Students should assume they are the supervisor in charge of training new employees. The students can compile a list of responsibilities they feel a supervisor usually handles when training new employees. Comparisons can be made with other class members.

Write a letter to three large automotive and petroleum firms to find out the kind of training programs each provides for new employees. The results can be used for discussion in the class.

## References

LAP 57-275

Fundamentals of Selling
Chapter 15, b

Retail Merchandising
Chapter 5, e

Human Relations in Marketing
Chapter 8
2nd Edition

Petroleum Marketing
Chapter 2

Dealership Organization and Management
Chapter 8

**Cluster Instructional Objective:** COMPREHEND THE EFFECT OF REWARDING EMPLOYEE CREATIVITY



## 4 What Does the Competent Marketing Employee Do?

324-Attitude

An awareness that creativity among company personnel should be rewarded.

Common to
Food Marketing



## Suggested Learning Activities

Have students interview three employees of an automotive and petroleum firm. The purpose of the interview is to learn the different types of actions at work which could produce a reward (the reward could be special recognition). Have a class discussion following the interviews. The students should decide if rewards received were appropriate for the employee's action. The students might also interview managers of large automotive and petroleum firms such as Amoco, Phillips Petroleum, General Motors, etc., to see how they reward their employees. This can be done by mail.

Set up a reward system in the classroom using a suggestion box for ideas on how to improve the class/classroom. Discuss if these changes can be implemented and ask for student ideas on how to follow through.

## References

LAP 62-324

Human Relations in Marketing
Chapter 3
2nd Edition

Psychology and Human Relations in Marketing
Chapter 3

Retailing Principles and Practices
Part 52
7th Edition

Petroleum Marketing
Chapter 2

Dealership Organization and Management
Chapter 7

## Cluster Instructional Objective:

ACQUIRE AN AWARENESS THAT PERSONAL ADVANCEMENT AND PROSPERITY IS DEPENDENT ON THE SUCCESS OF THE COMPANY

AP-1

Marketing/Economics 5

### What Does the Competent Marketing Employee Do?

1001-Attitude

A belief that personal advancement and prosperity can be determined by the individual contribution made to the success of the business.

Common to
- Food Marketing
- Wholesaling
- Transportation and Warehosuing



### Suggested Learning Activities

Divide the class into groups of two, three, or four students. Have each group determine a basis for advancement in a hypothetical automotive and petroleum organization. Compare results of the groups and relate factors of contribution to personal advancement.

Students can develop a short simulation project for which they will receive recognition as a group when completed. (i.e., bulletin board, organized fund raiser, etc.) Each person will be asked to determine the amount of recognition each co-worker will receive. Students can prepare a written presentation that examines the role of an individual in business. Managzine articles, books, or personal examples can be used to highlight the need of individual export to the overall success of the automotive and petroleum firm.

### References

1001

Retailing Principles and Practices
Part 60
7th Edition

The Economics of Marketing
Chapter 2

Retail Merchandising
Chapter 17

Dealership Business Management
Chapter 2

**Cluster Instructional Objective:** ABILITY TO RELATE THE IMPORTANCE OF THE PERSONNEL ORGANIZATION



## 6 What Does the Competent Marketing Employee Do?

759-Attitude

That lines of authority should be followed so that a department head or supervisor's position may not be weakened by management dealing directly with employees on matters that are logically in the supervisor's domain.

Common to
- Food Marketing
- Wholesaling
- Transportation and Warehousing

## Suggested Learning Activities

Students should draw an organizational chart for their training stations or a local automotive and petroleum firm. The students should identify lines of authority. Once everyone has an organizational chart, have a class discussion on why lines of authority should be followed.

Discuss the following case problem:

Mike has been working in an automotive parts store for a year. Although he gets along well with his supervisor, Mike feels that some problems can be better handled by someone with more authority.

A new employee, Kim, has been hired. Mike has discovered many problems in working with her, namely, she talks too much and disturbs him.

Kim and the supervisor get along well and the manager apparently sees no fault in her work.

Without discussing Kim's problem with his supervisor, Mike decides to go directly to the store manager. Have students discuss the problems which could be encountered as a result of this action.

## References

LAP 1-759

Retail Merchandising
Chapter 5, e

Retailing Principles and Practices
Unit 17
7th Edition

Fundamentals of Selling
Chapter 7, e

Psychology and Human Relations in Marketing
Chapters 3, 7

Human Relations in Marketing
Chapters 4, 6
2nd Edition

Petroleum Marketing
Chapter 15

Sales Management and Marketing Handbook
Chapters 1, 6

Automotive Service Business
Chapter 3

## Cluster Instructional Objective: COMPREHEND THE EFFECT OF POLICY MAKING IN MARKETING AND DISTRIBUTION

AP-2

# 6 What Does the Competent Marketing Employee Do?

741-Attitude

A belief that careful and thoughtful consideration should be given to the probable effect each rule, notice and practice will have on the feelings of all concerned.

Common to
Food Marketing



# Suggested Learning Activities

Students will interview employees of various automotive and petroleum stores to determine how they are involved in planning those things affecting working conditions.

Have students conduct a panel discussion on why policies and procedures are necessary for employees, supervisors, and management.

Contrive a case problem about a situation where there is no policy (i.e., how often employees should work weekends). In the case, have one employee refuse to work one weekend because they have worked the past several weekends while another employee has never worked on the weekends. Have students determine how the supervisor should handle the situation since there is no policy to guide the decision. Also, ask students to elaborate on the importance of employee policies.

# References

LAP 3-741

Retail Merchandising
Chapter 5

Retail Selling
Chapter 6

Retailing Principles and Practices
Parts 32, 4
7th Edition

Petroleum Marketing
Chapter 15

Sales Management and Marketing Handbook
Chapters 1, 6

Dealership Organization and Management
Chapter 6

## Cluster Instructional Objective: PROBLEMS IN RECEIVING MERCHANDISE AP-3

### 6 What Does the Competent Marketing Employee Do?

642-Knowledge of/or Understanding that

The procedures for filing claims for merchandise damages, shortages, and overcharges on carriers of manufacturers.

### Suggested Learning Activities

Let the students interview a local automotive and petroleum receiving clerk and find the typical types of losses and damage claims that occur in the receiving department. A general list can be developed.

Develop situations where there are damages, shortages, and overcharges to automotive and petroleum firms by carriers of manufacturers. Determine where the liability rests (e.g., carrier), what action can be taken and why.

Break students into small groups. Each group should be responsible for developing a list of procedures to follow when merchandise arrives damaged, short, or overpriced. Comparisons can be made between the groups.

### References

LAP 6-642

Retail Selling
Chapter 33

Retail Merchandising
Chapter 9

Retailing Principles and Practices
Chapters 18, 20, 21
7th Edition

Petroleum Marketing
Chapter 15

Counterman's Handbook
Chapter 6

## Cluster Instructional Objective: COMPREHEND THE EFFECT OF MANAGEMENT'S ROLE IN TRAINING EMPLOYEES

AP-4

# 6 What Does the Competent Marketing Employee Do?

745-Attitude

Belief that efficient individual workers and an organization that functions smoothly are usually outcomes of effective employee training.

Common to
- Food Marketing
- General Retail Merchandising



# Suggested Learning Activities

Have students research through classroom resource material on how businesses should provide job training and incentives through training. Students can submit their reports to you.

Discuss with the class what type of incentives training stations or local automotive and petroleum firms have for additional training. (An example could include attending a trade fair that shows new lines of merchandise or seasonal items.) If students are unaware of training programs, they can get examples through a structured interview or a guest speaker.

Students should list the steps they went through in induction at their training station. The students should also list training they did not receive but wish they had received. The final product can be the basis for class discussion.

# References

LAP 8-745

Retail Merchandising
Chapter 5, e

Psychology and Human Relations in Marketing
Chapters 1, 2, 3, 7

Human Relations in Marketing
Chapters 1, 3, 4, 7

Retailing Principles and Practices
Part 54
7th Edition

Petroleum Marketing
Chapter 15

Sales Management and Marketing Handbook
Chapters 1, 6

Dealership Organization and Management
Chapter 5

## Cluster Instructional Objective: COMPREHEND THE IMPORTANCE OF HAVING EMPLOYEE EVALUATIONS



6 What Does the Competent Marketing Employee Do?

610-Knowledge of/or Understanding that

The store's procedures for evaluating employees.

Common to
Food Marketing
Transportation and Warehousing

## Suggested Learning Activities

Students can role-play a situation where you act as employer and the students are employees. Have the employer explain the evaluation policy for a hypothetical automotive and petroleum company. After this short role play, have students discuss the importance of the evaluation criteria and what they think could be added.

Have the students interview a local automotive and petroleum merchant or their training sponsors to determine the items used in determining the evaluation of an employee. The resulting reports can be presented to the class for evaluation and discussion.

Borrow an evaluation form from a local automotive and petroleum firm. Make copies for each student in the class. Go through each item on the form and have the students complete a self-evaluation. Follow this activity with a discussion of problems that a manager could find in filling out these forms for all employees.

## References

LAP 12-610

Retailing Principles and Practices
Parts 32, 52
7th Edition

Retail Merchandising
Chapter 5, e

Sales Management and Marketing Handbook
Chapter 3

Automotive Service Business: Operation and Management
Chapter 3

Your Future in Successful Service Station Management
Chapter IV

## Cluster Instructional Objective: ABILITY TO IMPROVE EMPLOYEE MORALE THROUGH MOTIVATION

AP-6

Management

# What Does the Competent Marketing Employee Do?

604-Knowledge of/or Understanding that

How to maintain a working environment where employees can have a sense of security and reasonable freedom from worry.

Common to
Food Marketing



# Suggested Learning Activities

Break students into small groups to discuss the importance of fear, hope, and pride in the working environment.

Students should develop a questionnaire to determine if persons involved in business feel that salaries, commissions, bonuses, etc., have an influence on customer treatment and interpersonal relations of department personnel. Summarize survey findings in writing.

Identify the class members who are currently employed or who have had experience in the business field. These people will serve as group leaders and the remaining class members will be divided into sub-groups to work with one of the group leaders. Each group leader will obtain feedback regarding the feeling that salaries, commissions, bonuses and quotas have on customer treatment and interpersonal relations of department personnel. After the group leader's presentation, the other members of each group will discuss their feeling on this topic.

# References

LAP 15-604

Growing on the Job
Units 2, 3

Retail Selling
Chapters 5, 6

Petroleum Marketing
Chapter 2

Dealership Organization and Management
Chapter 6

Merchandising New and Used Cars
Chapter 3

## Cluster Instructional Objective: KNOWLEDGE OF THE AVAILABILITY AND LOCATION OF CUSTOMER FACILITIES



6

## What Does the Competent Marketing Employee Do?

623-Knowledge of/or Understanding that

The availability and location of customer facilities.

Common to
- Food Marketing
- General Retail Merchandising
- Finance and Credit
- Hardware—Building Materials
- —Farm and Garden

## Suggested Learning Activities

Lead a student discussion on why special customer facilities (washrooms, lounges, etc.) are important to the operation of an automotive and petroleum store.

Students should break into small groups and brainstorm the kinds of customer services an automotive and petroleum manager provides in order to meet competition from other firms. Then the group should discuss each item to determine the practicality of the services.

Ask students to write the name of their service station and reasons why it is their favorite. Compare students' responses by tabulating the reasons on the chalkboard (i.e., convenience of location, hours, additional services).

Students can prepare a bulletin board with a floor plan of their training station. The floor plan should highlight where various customer facilities are located.

## References

LAP 25-623

Fundamentals of Selling
Chapter 7, d; 11, d

Retailing Principles and Practices
Parts 4, 70
7th Edition

Retail Merchandising
Chapter 3, d

Petroleum Marketing
Chapter 15

Sales Management and Marketing Handbook
Chapters 1, 6

Automotive Service Business
Chapter 3

## Cluster Instructional Objective: COMPREHEND THE ROLE OF CUSTOMER SERVICES IN A BUSINESS OPERATION



### 6 What Does the Competent Marketing Employee Do?

754-Attitude

An awareness that special customer services and accommodations build customer goodwill and help increase sales.

Common to
- Food Marketing
- General Retail Merchandising
- Finance and Credit
- Hardware—Building Materials —Farm and Garden



### Suggested Learning Activities

Have students brainstorm reasons why special customer facilities are important to the operation of a business.

Discuss what customer services are offered at different stores in the community and why they have those services.

Conduct a shopper's survey to find out why shoppers patronize a business for reasons other than price. The services and accommodations included on the survey can be developed through class discussion.

### References

LAP 27-754

Fundamentals of Selling
Chapter 4, d

Retail Merchandising
Chapters 5a, 6b

Salesmanship Fundamentals
Chapter 10

Retail Selling
Chapter 30

Retailing Principles and Practices
Parts 15, 16, 63
7th Edition

Petroleum Marketing
Chapter 15

Sales Management and Marketing Handbook
Chapters 1, 6

## Cluster Instructional Objective: THE IMPORTANCE OF MAIL AND TELEPHONE ORDER SERVICES

6 What Does the Competent Marketing Employee Do?

622-Knowledge of/or Understanding that

Mail and telephone order services not only build customer goodwill but also help increase sales.

Common to
Hardware—Building Materials
—Farm and Garden

## Suggested Learning Activities

Students can prepare a report (oral or written) concerning the pros and cons of mail and telephone order services in their area.

Arrange a field trip to a local automotive and petroleum firm to see how the mail order and telephone order departments function.

Develop a profile of the type of customer who typically shops by phone in automotive and petroleum industries. Speaking with an automotive/petroleum counter person may provide some insight to be used during the profile development. What can the person taking the order learn from having this profile at his/her disposal?

## References

LAP 30-622

Retail Merchandising
Chapters 12c, 2a

Fundamentals of Selling
Chapter 12b, c

Marketing and Distribution
Part 16

Merchandising Parts and Services
Chapter 8

Petroleum Marketing
Chapter 3

Automotive Service Business
Chapter 5

Counterman's Handbook
Chapter 8

Management

## Cluster Instructional Objective: ABILITY TO RELATE GOOD DELIVERY SYSTEM TO CUSTOMER SATISFACTION

AP-10

Management

# What Does the Competent Marketing Employee Do?

756-Attitude

An awareness that to improve delivery service, transaction should be recorded accurately and legibly and delivery dates promised carefully.

Common to
- General Retail Merchandising
- Wholesaling
- Transportation and Warehousing
- Hardware—Building Materials
  —Farm and Garden



# Suggested Learning Activities

Have students solve the following case problem:

A new automotive and petroleum department manager has announced that, effective next week, delivery of all items will be discontinued. The reason given for discontinuing this service is, "delivery services do not affect customers' attitudes toward the store." As the operations manager of the store, you have been asked to present an oral case concerning your feelings about this change.

Role Playing Situation: Have one student assume the role of supervisor over the delivery operations of an automotive and petroleum department. Complaints have been increasing concerning the inefficient delivery service. The supervisor feels the sales personnel (the balance of the class) make delivery date promises to the customers that cannot realistically be met. The supervisor feels this is the primary reason for the customers' complaints. Next week the supervisor will have an opportunity to speak to all employees. Have the supervisor prepare a three to five minute presentation to explain the necessity of accurate, legible, and realistic delivery date promises to customers.

# References

LAP 31-756

Fundamentals of Selling
Chapter 7d

Retail Selling
Chapter 30
2nd Edition

Retailing Principles and Practices
Parts 28, 29
7th Edition

Retail Merchandising
Chapter 5, b

Petroleum Marketing
Chapter 15

Sales Management and Marketing Handbook
Chapters 1, 6

Dealership Business Management
Chapter 1

## 6 What Does the Competent Marketing Employee Do?

1202-Knowledge of/or Understanding that

Plans and policies related to customer service.

Common to
Transportation and Warehousing



## Suggested Learning Activities

Have the students learn the policies related to customer services at their own jobs. Have them give a short presentation as to why these specific policies are good for their company.

Break the students into small groups. Give them a few minutes to select a business (fact or fiction) and criteria related to that business (number of customers serviced per day, number of marketing people servicing these customers, etc.). Then have them discuss and list possible plans and policies that their company would establish in relation to customer service.

Let a group of students prepare a bulletin board that highlights a variety of policies related to the automotive and petroleum industry.

## References

1202

Fundamentals of Selling
Chapter 15, b

Human Relations in Business
Chapter 3

Retail Merchandising
Chapter 5

Retail Selling
Chapter 5
2nd Edition

Human Relations in Marketing
Chapters 3, 8

Petroleum Marketing
Chapter 15

Sales Management and Marketing Handbook
Chapters 1, 6

Automotive Service Business
Chapter 3

## Cluster Instructional Objective: HAVE AN AWARENESS OF THE LINES OF AUTHORITY IN A COMPANY

AP-12

Management

## 6 What Does the Competent Marketing Employee Do?

1213-Knowledge of/or Understanding that

Know and understand the company's chain of command/authority.

Common to
Transportation and Warehousing

## Suggested Learning Activities

Present information on the topic of chain of command. Following the discussion, have each student develop an organizational chart for their training station or for a local automotive and petroleum firm. This chart should be based on authority and should show where the student is on the company's organizational chart.

Obtain a copy of an organizational chart from a large, medium and small automotive and petroleum firm. Students should analyze and compare differences.

## References

1213

Fundamentals of Selling
Chapter 7, a

Retail Merchandising
Chapter 3, 4

Marketing in Action
Chapter 18, b

Retailing Principles and Practices
Chapter 34
7th Edition

Petroleum Marketing
Chapter 15

# Cluster Instructional Objective: IMPORTANCE OF SAFETY POLICIES



## 6 What Does the Competent Marketing Employee Do?

1215-Knowledge of/or Understanding that

Procedures for compliance to OSHA regulations, and company accident prevention and safety policies.

OTHER CLUSTER COMPETENCIES

1216-Knowledge of/or Understanding that

1221-Knowledge of/or Understanding that



## Suggested Learning Activities

Contact the local OSHA administrator. Invite this official to your class to discuss what OSHA is, how it enforces regulations, and the general types of regulations it covers that pertain to automotive and petroleum firms. After this presentation, invite a local automotive and petroleum business person to discuss the view of OSHA from a business standpoint.

Let the students identify 20 safety policies for a local automotive and petroleum firm. Compare the results for similarities and differences.

Develop various case problems that highlight the need for accident prevention and safety. (For example, a customer falls and breaks a leg; a fire starts; a heart attack victim; etc.) Students should explain what action they would take in each case.

## References

1215

Retail Merchandising
Chapter 9, 3
Chapter 18, d

Retailing Principles and Practices
Chapter 32
7th Edition

Retail Selling
Chapter 6
2nd Edition

Petroleum Marketing
Chapter 15

Dealership Organization and Management
Chapter 6

## Cluster Instructional Objective: IMPORTANCE OF SAFETY POLICIES



## 6 What Does the Competent Marketing Employee Do?

1216-Knowledge of/or Understanding that

Procedures for employee or customer accidents.

OTHER CLUSTER COMPETENCIES

1215-Knowledge of/or Understanding that

1221-Knowledge of/or Understanding that



## Suggested Learning Activities

Prepare a large group presentation concerned with the basic rules of first aid. Invite a local doctor, paramedic, or school nurse to supplement your instruction.

Review the local newspapers and find examples or work-related accidents. Ask your students how they would handle these real life situations.

Help your students prepare a first aid presentation on a VTR or a slide/tape unit. After completing this project, it can be presented to local automotive and petroleum employers and employees as a civic conciousness project.

## References

1216

Retail Merchandising
Chapter 5, e
Page 180

Retailing Principles and Practices
Chapter 32
7th Edition

Retail Selling
Chapter 6
2nd Edition

Petroleum Marketing
Chapter 15

Dealership Organization and Management
Chapter 6

**Cluster Instructional Objective:** ABILITY TO REDUCE THE INCIDENCE OF THEFT



## 6 What Does the Competent Marketing Employee Do?

1217-Knowledge of/or Understanding that

Where to leave valuables during working hours and the identification or use of locker space for these valuables.



## Suggested Learning Activities

Invite a local law enforcement officer to your class to discuss how employees can contribute in preventing theft of valuables.

Case Problem: As an owner of an automotive and petroleum parts store, you have received several complaints from your employees regarding personal items missing from their lockers. Thefts have occurred since you hired a new employee, Dan. One other employee mentioned that she saw Dan lingering in the locker room after the store had opened while the other employees were at their posts. The word is spreading to keep lockers locked and to be "on the lookout" for Dan.

What is the true problem? How would you handle the situation?

## References

1217

Dealership Organization and Management
Chapter 6

Retail Selling
Chapter 31
2nd Edition

Fundamentals of Selling
Page 389

Petroleum Marketing
Chapter 15

Retailing Principles and Practices
Part 31
7th Edition

## Cluster Instructional Objective: IDENTIFY RULES REGARDING PERSONAL USE OF STORE EQUIPMENT

AP-16

Management

# 6 What Does the Competent Marketing Employee Do?

1218-Knowledge of/or Understanding that

Rules and regulations on the personal use of the store's telephone.



# Suggested Learning Activities

Let small groups of students develop a store policy regarding personal use of the store's telephone. Combine the responses in a general store policy.

Calculate the cost to an automotive and petroleum firm if it employs 10 employees and each places one personal telephone call per day. Figure the cost in terms of time lost as well as telephone costs. Explore justification of these costs.

Prepare a case problem where a student trainee is caught using the telephone on 5 different occasions. How would the students in class handle the situation from a management standpoint.

# References

1218

Retailing Principles and Practices
Chapter 32
7th Edition

Retail Selling
Chapter 6

Retail Merchandising
Chapter 5, e

Dealership Organization and Management
Chapter 6

Petroleum Marketing
Chapter 15

Marketing Principles and Practices
Chapter 38
3rd Edition

## 6 What Does the Competent Marketing Employee Do?

1221-Knowledge of/or Understanding that

The company's safety rules and regulations.

OTHER CLUSTER COMPETENCIES

1215-Knowledge of/or Understanding that

1216-Knowledge of/or Understanding that



## Suggested Learning Activities

Describe basic safety rules to the class. After you complete your presentation, have the students interview their training sponsor or a local automotive and petroleum firm to identify safety rules established by the company. The result can form the basis of a report to the class.

Invite a guest speaker from a local automotive and petroleum firm to discuss safety rules and regulations.

Keep track of accident-free days in your class. For every 100 accident-free days, award the class with a special reward.

## References

1221

Retail Merchandising
Chapter 9, e

Retailing Principles and Practices
Part 32
7th Edition

Retail Selling
Chapter 6
2nd Edition

Petroleum Marketing
Chapter 15

Dealership Organization and Management
Chapter 6

Marketing Principles and Practices
Chapter 38
3rd Edition

## Cluster Instructional Objective:

6

## What Does the Competent Marketing Employee Do?

1222-Knowledge of/or Understanding that

Phone numbers for emergency use (Manager's phone; home; maintenance services phone; local police/fire department phone; hospital, clinic, main office phone, etc.).

## Suggested Learning Activities

In a small group setting, let the students identify 10 numbers that are essential in case of emergencies. Compare the lists in order to compile a master list.

Discuss the following case problem:

Judy works in an automotive parts store. The store is kept clear of merchandise blocking the aisles and looks "safely efficient." Judy takes special pride in being sure anything that looks potentially dangerous is move or fixed.

One day a customer, Mrs. Jones, was not paying attention while she was walking, fell against a sharp-edged shelf and cut her head. What should Judy do?

Emphasize that not having an emergency number available could lead to serious consequences.

## References

1222

Retailing Principles and Practices
Chapter 32
7th Edition

Retail Merchandising
Chapters 5e, 18d

Retail Selling
Chapter 6
2nd Edition

Petroleum Marketing
Chapter 15

Dealership Organization and Management
Chapter 6

Marketing Principles and Practices
Chapter 38
3rd Edition

Management

## Cluster Instructional Objective: IDENTIFY CORPORATE TRAINING AND EDUCATIONAL PROGRAMS



6

## What Does the Competent Marketing Employee Do?

1223-Knowledge of/or Understanding that

Be aware of corporate training/ educational programs and support such policies and programs.



## Suggested Learning Activities

Let the students prepare a list of courses that they feel would benefit both the employer and employees at a local automotive and petroleum firm. Use of junior college, college, or trade school catalog could be implemented.

Break students into small groups. Each group can be assigned a particular automotive and petroleum company(ies) to investigate. The report could highlight educational programs offered, employee and employer reactions and improvements (if any) in quantity and quality of work.

Arrange for a guest speaker from a local automotive and petroleum firm to speak about corporate training programs. It might help to have some of the participants in the program as panelists.

## References

1223

Retailing Principles and Practices
Part 32
7th Edition

Fundamentals of Selling
Chapter 7, e

Marketing and Distribution
Part 45

Petroleum Marketing
Chapter 15

Dealership Organization and Management
Chapter 6

Sales Management and Marketing Handbook
Pages 41-42

**Cluster Instructional Objective:** DEMONSTRATE AN ABILITY TO USE AND TRANSLATE PERCENTAGES



## 7 What Does the Competent Marketing Employee Do?

377-Skill

In using and translating percentages with facility.

Common to
Food Marketing
Hardware—Building Materials
—Farm and Garden



## Suggested Learning Activities

Obtain invoices that require the use of percentages dealing with automotive products. The student can then complete the problems and submit the answers to you for evaluation.

Give a presentation on using and translating percentages. This is best accomplished by working problems on the board to show students how the problems are done. Have sample problems for the students to work on with you.

Break students into small groups and work on problems that deal with percentages. Use invoices for this exercise or numerical problems depending on the expertise of the students.

Have students compute payroll with Federal, State, and FICA taxes deducted to get net pay.

## References

LAP 6-377

Buying and Pricing
Chapter 32

Mathematics in Marketing
Chapters 6, 7
2nd Edition

Merchandising Mathematics
Parts III, IV

Petroleum Marketing
Chapter 4

## Cluster Instructional Objective: DEMONSTRATE AND REALIZE THE IMPORTANCE OF PREPARING A SALESCHECK AP-2

Mathematics

7 What Does the Competent Marketing Employee Do?

374-Skill

In accurately calculating the exact amount of a customer's purchase.

Common to
- Food Marketing
- General Retail Merchandising
- Finance and Credit
- Transportation and Warehousing

OTHER CLUSTER COMPETENCIES

390-Attitude



## Suggested Learning Activities

Provide students with saleschecks and have them complete the following type of problem:

Mr. Roy Smith, a customer, purchased the following items:

| | | |
|---|---|---|
| 1 muffler | @ | $21.50 each |
| 3 tires | @ | 47.99 each |
| 3 valve stems | @ | 1.50 each |
| Installation | @ | 3.00 per tire |

The students should figure out the total cost including the 5% sales tax.

When students are done preparing saleschecks, provide them with correct answers and have them identify and correct the errors.

Have students keep a record of errors that were made at their training stations or in class assignments in calculating saleschecks. Have the student tally the location of errors on a blank salescheck to indicate where the mistakes are occurring most frequently. Students should pay special attention in these areas until improvement is noted.

## References

LAP 10-374

Mathematics in Marketing
Chapter 2
2nd Eiditon

Basic Retail Credit
Assignemnt 20

Merchandising Math
Section 2

Retail Merchandising
Chapter 15

Petroleum Marketing
Chapter 4

Counterman's Handbook
Chapter 4

**Cluster Instructional Objective:** DEMONSTRATE AND REALIZE THE IMPORTANCE OF PREPARING A SALESCHECK AP-3

Mathematics

7 What Does the Competent Marketing Employee Do?

390-Attitude

That carefully calculating the exact amount of a customer's bill will prevent inventory shortages.

Common to
- Finance
- Transportation and Warehousing
- Wholesaling
- General Retail Merchandising
- Hardware—Building Materials —Farm and Garden

OTHER CLUSTER COMPETENCIES

374-Skill



## Suggested Learning Activities

Have students read the following case problem and answer the three questions that follow:

CASE

A counter salesclerk neglected to write the stock numbers of the merchandise sold on the sales slips as required by the automotive and petroleum merchandise manager. The next day, the manager informed the student of the mistake.

A. How should the student respond to the manager?
B. Why should the manager be so concerned?
C. Would there be any inconvenience to the customer?

## References

LAP 10-390

Mathematics in Marketing
Chapters 1-3

Mathematics in Marketing
Chapter 2
2nd Edition

Retail Selling
Chapter 14

Petroleum Marketing
Chapter 4

Counterman's Handbook
Chapter 4

## Cluster Instructional Objective: DEMONSTRATE SKILL IN MAKING CHANGE AND CASH REGISTER USAGE

AP-4

Mathematics

7

## What Does the Competent Marketing Employee Do?

371-Skill

In making change and using the cash register.

Common to
- Food Marketing
- General Retail Merchandising
- Hardware—Building Materials —Farm and Garden

OTHER CLUSTER COMPETENCIES

386-Skill



## Suggested Learning Activities

Obtain the use of a cash register from a local company (possible NCR). Have the students practice sales transactions and making change.

Pair students off and give each pair a sales situation where one will be the customer and the other the salesperson. Have the salesperson ring up a sale on the register, figuring the amount, the tax and the amount of change. The students should change roles.

## References

LAP 13-371

Retail Selling
Chapter 12

Mathematics in Marketing
Chapter 3

The Cashier Series

Retail Merchandising
Chapter 12

Retailing Principles and Practices
Part 28
7th Edition

Petroleum Marketing
Chapter 4

## Cluster Instructional Objective: DEMONSTRATE SKILL IN MAKING CHANGE

AP-5

Mathematics

7

## What Does the Competent Marketing Employee Do?

386-Skill

Ability to make change quickly and accurately.

Common to
- Finance
- Food Marketing
- General Retail Merchandising
- Hardware—Building Materials
  —Farm and Garden

OTHER CLUSTER COMPETENCIES

371-Skill



## Suggested Learning Activities

Set up cash boxes using play money to be used in role playing situations. Have each student practice handling a sales transaction making the correct change. Pair the students up giving each a list of products bought, the amount of money received and have the student make change, counting it out correctly.

Using the problems in Checker-Cashier, have the students complete the problems in change making.

## References

LAP 13-386

Mathematics in Marketing
Chapter 3

Checker-Cashier
Chapter 7

Petroleum Marketing
Chapter 4

Counterman's Handbook
Chapter 4

## Cluster Instructional Objective: DEMONSTRATE SKILL IN PREPARING CASH DRAWERS



7

# What Does the Competent Marketing Employee Do?

388-Skill

In preparing cash drawers for check-out registers allowing quantities of change and bills needed for various traffic periods.

Common to
- Food Marketing
- Finance



# Suggested Learning Activities

Have students interview a salesperson of a local automotive and/or petroleum company on how to prepare cash drawers. After their field interviews are prepared, discuss the procedures, having the students take notes. Then, in small groups, have students using cash drawers set up these drawers properly.

In a group discussion have students answer the following questions:

1. Is there a problem with too much or too little change in the register?
2. Why must the bills be grouped identically at the end of the day?
3. What is the importance of the different change compartments?

# References

LAP 14-388

Mathematics in Marketing
Chapter 2
2nd Edition

Checker-Cashier
Chapter 7

Petroleum Marketing
Chapter 4

Counterman's Handbook
Chapter 4

## Cluster Instructional Objective: COMPREHENSION OF HOW TO RECOGNIZE AND CORRECT CASH REGISTER ERRORS

AP-7

7

## What Does the Competent Marketing Employee Do?

394-Attitude

That careful use of the cash register will reduce inventory and money shortages.

Common to
General Retail Merchandising
Food Marketing
Hardware—Building Materials
—Farm and Garden



## Suggested Learning Activities

Have students visit a head checker or cashier to determine the entire sequence of what information the cashier feeds in and what functions the register performs. Students can then develop a flow chart of the sequence. If possible, students should secure the forms that the store uses in keeping track of the cash register's information. Have student note the procedure for voiding a sale. Emphasize the need to avoid costly errors. The students' findings should be submitted to you.

Have a guest lecturer from the local merchants association talk about spotting counterfeit money and other means the "con-artist" uses to trick cashiers.

## References

LAP 15-394

Merchandising Mathematics
Part 1

Checker-Cashier
Chapter 7

Petroleum Marketing
Chapter 4

## Cluster Instructional Objective: DEMONSTRATE AN ABILITY TO BALANCE A CASH DRAWER

AP-8

Mathematics

7 What Does the Competent Marketing Employee Do?

389-Skill

Ability to balance cash drawers against register readings.

Common To
Food Marketing
Finance and Credit



## Suggested Learning Activities

From selected readings, have students do the written exercises indicated in the readings and submit their answers to you for grading.

Demonstrate to the students how a cash drawer is balanced against the readings. The demonstration is most effective if you have an actual cash drawer available. While demonstrating how this is done, also clear the cash register.

Have students visit either a cashier at their training station or at a local automotive and petroleum company to observe the procedures involved in balancing the cash drawers against register readings. If forms can be secured, have students turn them into you along with sample readings.

## References

LAP 16-389

Mathematics in Marketing
Chapter 3

Mathematics in Marketing
Chapter 3, 4
2nd Edition

Petroleum Marketing
Chapter 4

## Cluster Instructional Objective:

DEMONSTRATE SKILL IN COMPUTING SALES TAXES AND INTERPRETING TAX COMPUTATION CHARTS AP-9

7 What Does the Competent Marketing Employee Do?

362-Skill

In computing local, state and federal taxes which must be applied in the sale of goods.

Common to
General Retail Merchandising
Hardware—Building Materials
—Farm and Garden

Mathematics



## Suggested Learning Activities

Lecture on the basics of sales tax and what it is used for. The lecture should cover all types of taxes which must be applied in the sale of goods. Then, as a class, students can discuss the lecture topic.

From the selected readings, have students determine the rationale for applying taxes to the sale of goods. Students can then write a report on this topic and submit it to you.

Have the students complete the practical problems in Section 3 of Merchandising Math.

Provide students with five problems with answers that involve taxes. Have them compute the taxes carefully and then exchange problems with other students. The students should grade each others' papers.

## References

LAP 18-362

Retail Selling
Chapter 10

Retail Merchandising
Chapter 18

Merchandising Mathematics
Section 3

Mathematics in Marketing
Chapter 2
2nd Edition

Petroleum Marketing
Chapter 4

## Cluster Instructional Objective: COMPREHEND THE IMPORTANCE OF KEEPING A BASIC STOCK IN ORDER TO STIMULATE SALES



## 8 What Does the Competent Marketing Employee Do?

475-Attitude

That complete assortment of wanted merchandise must be maintained at all times to stimulate best sales.

Common to
- Food Marketing
- General Retail Merchandising
- Hardware—Building Materials
- —Farm and Garden



## Suggested Learning Activities

Students can discuss with their training sponsor or a local automotive and petroleum company how complete assortments of wanted merchandise are maintained in order to stimulate the best sales. After the visit, students can discuss their findings with the class.

Arrange for a resource person to present why automotive and petroleum stores maintain complete assortments of wanted merchandise to stimulate the best sales. After the presentation, the following question can be discussed. "Why should complete assortments of wanted merchandise be maintained at all times to stimulate the best sales?"

Small group: Students can identify a list of 5 reactions customers have when the store is out of stock in a particular item. Students should then prepare a list of methods the store could use in maintaining a complete assortment of wanted merchandise.

## References

LAP 8-475

Retail Selling
Chapter 1

Merchandising
Chapter 4
2nd Edition

Retailing Principles and Practices
Parts 38, 59
7th Edition

Petroleum Marketing
Chapter 12

Merchandising Parts and Service
Chapter 4

## Cluster Instructional Objective: UNDERSTAND THAT BALANCED STOCK IS NECESSARY FOR A GOOD MERCHANDISING PLAN

AP-2

## 8 What Does the Competent Marketing Employee Do?

493-Attitude

That one must be constantly alert to discover popular items and follow through with additional merchandising and promotional activities.

Common to
Food Marketing



## Suggested Learning Activities

Ask students to identify what they consider popular merchandise in an automotive and petroleum store. Then ask why it is a popular item and whether or not it is seasonal, short term or a long term item. Ask students where they could find out about popular items. Discuss.

Give the students a list of five to ten popular items. You may need to contact a local automotive and petroleum store for this information. Then have students identify those that they think are popular and what they would do in order to have enough merchandise on hand to meet the demand. Also ask if they would do any promotional activities in connection with these items.

## References

LAP 9-493

Merchandising
Chapters 8, 9
2nd Edition

Display and Promotion
Chapter 7
2nd Edition

Retailing Principles and Practices
Parts 58, 59
7th Edition

Petroleum Marketing
Chapter 13

## Cluster Instructional Objective: ABILITY TO HANDLE SPECIAL ORDERS FOR CUSTOMERS



## What Does the Competent Marketing Employee Do?

404-Knowledge of/or Understanding that

The way to handle special orders of merchandise for customers.

Common to
- Food Marketing
- General Retail Merchandising
- Credit

OTHER CLUSTER COMPETENCIES

439-Skill

## Suggested Learning Activities

Students should discuss with their training sponsor or a local automotive and petroleum merchant the way special order requests are handled. Students can also find out how two other businesses, similar to their first selection, handle special requests. Students should obtain copies of forms that are used at the different stores and compare the procedures to each other.

Brainstorm methods that could be used to handle a special order. Let students share orders they have received in the past and have the class decide how they would handle the order. Compare the actual method used with the class proposal.

## References

LAP 19-404

Retail Selling
Chapter 30

Customer Services
Chapters 5, 6
2nd Edition

Retailing Principles and Practices
Parts 38, 39
7th Edition

Petroleum Marketing
Chapter 11

Merchandising Parts and Services
Chapter 4

# Cluster Instructional Objective: ABILITY TO HANDLE SPECIAL ORDERS FOR CUSTOMERS

## What Does the Competent Marketing Employee Do?

439-Skill

Ability to use the company's merchandise order forms.

Common to
Food Marketing

OTHER CLUSTER COMPETENCIES

404-Knowledge of/or Understanding that

## Suggested Learning Activities

Make a presentation to students on order forms. Let the student complete sample exercises using real order forms.

Students can secure some merchandise order forms from their training station. Have the students explain to you or the class how the order forms are used.

Prepare a bulletin board highlighting common order forms used by local automotive and petroleum businesses.

## References

LAP 19-439

Customer Services
Chapter 5
2nd Edition

Retailing Principles and Practices
Parts 19, 59
7th Edition

Retail Selling
Chapter 30
2nd Edition

Petroleum Marketing
Chapter 11

Merchandising Parts and Services
Chapter 4

## Cluster Instructional Objective: ABILITY TO UNDERSTAND THE PROCEDURES FOR TAKING STOCK COUNTS



8

## What Does the Competent Marketing Employee Do?

401-Knowledge of/or Understanding that

Stock counts are taken for inventory control purposes and for ordering purposes.

Common to
- Food Marketing
- General Retail Merchandising
- Hardware—Building Materials
- —Farm and Garden

## Suggested Learning Activities

As a fund-raising project, the students can take inventory for a local automotive and petroleum business. Before the students take inventory, have the store manager speak to the class about why this inventory is being taken and how it services a control function.

Students can read references on taking stock counts. Then give students a structure outline sheet for them to follow so they can answer the questions below:

1. What information can a buyer receive from a good inventory system?
2. Why is a basic stock list used in an automobile parts store?
3. Why does the retailer need an inventory system?
4. What are the steps or procedures of taking a physical inventory?

Let students complete stock records and stock count books in either the book room or stock room in the school supply store.

Lead a discussion that highlights where lack of information leads to overbuying. Discuss how this situation can be avoided, the ramifications, etc.

## References

LAP 27-401

Retail Selling
Chapter 15

Retail Merchandising
Chapter 15, b

Fundamentals of Selling
Chapter 12, d

Merchandising
Chapter 3
2nd Edition

Retailing Principles and Practices
Parts 38, 59
7th Edition

Petroleum Marketing
Chapter 12

## Cluster Instructional Objective: UNDERSTAND THE PROCEDURES FOR PRICE CHANGES OF MERCHANDISE



### What Does the Competent Marketing Employee Do?

406-Knowledge of/or Understanding that

The store's methods or procedures used for changing retail stock prices up or down.

Common to
Food Marketing
General Retail Merchandising

### Suggested Learning Activities

Students can ask their training supervisor to explain how the company determines the original retail price.

Let the students report to you on their training station or a local automotive and petroleum store's procedures for changing retail stock prices up or down. Students should consult with their training supervisor to verify the information and to add to the material if necessary.

Lead a discussion highlighting why prices are changed, the times of the year this occurs in an automotive and petroelum store, and possible consequences. Explore the ethical standards that might be questioned.

Students can select an item that is sold in local automotive and petroleum stores. The students can then visit 4 stores and note the prices charged. In a written report the student can state any reason(s) that justify the price differences.

### References

LAP 40-406

Retail Merchandising
Chapter 10

Merchandising
Chapter 6
2nd Edition

Retailing Principles and Practices
Part 40
7th Edition

Petroleum Marketing
Chapter 2

Operations

## 6) What Does the Competent Marketing Employee Do?

696-Skill

In handling and caring for store equipment.

Common to
- Food Marketing
- General Retail Merchandising
- Finance
- Hardware—Building Materials —Farm and Garden

OTHER CLUSTER COMPETENCIES

750-Attitude



## Suggested Learning Activities

Use the structure of a popular television quiz show to answer the following questions:

1. How do you handle the tire changer?
2. How do you care for the tire changer?
3. How do you operate the hoist?
4. How do you care for the hoist?
5. How do you handle a car jack?
6. How do you care for a car jack?

Students can create other questions to ask about handling and caring for station equipment. In addition, let students create questions on the handling and caring for equipment for an auto parts accessories store.

Obtain copies of "Home and Auto" or similar publications for the students. With these publications, students can cut out examples of handling and caring for service station equipment. Use poster board to mount the pictures and create captions highlighting the pictures.

## References

LAP 1-696

Retailing Principles and Practices
Chapter 18
7th Edition

Marketing Practices and Principles
Chapter 27
3rd Edition

General Merchandising
Assignment 6

Petroleum Marketing
Chapter 10

Wholesaling and Physical Distribution
Page 123

Physical Distribution
Page 119

## Cluster Instructional Objective: ABILITY TO RELATE STORE MAINTENANCE TO SMOOTH OPERATIONS

AP-2

Operations

## What Does the Competent Marketing Employee Do?

750-Attitude

That a well-kept store is a primatry means of attracting and holding business.

Common to
- Food Marketing
- General Retail Merchandising
- Hardware—Building Materials —Farm and Garden

OTHER CLUSTER COMPETENCIES

696-Skill



## Suggested Learning Activities

A group of students can interview the school custodian for the purpose of learning how the custodian performs school maintenance to achieve appropriate school appearance. Students should identify procedures used to clean windows, floors, fixtures, displays, walls and restrooms. When the interview is completed the students should write a report and relate their findings to others in the class.

Have students survey teachers and classmates for their opinion of local service station quality and appearance. Questions for the questionnaire could influence the following: What is your opinion of (1) the lube-bay area; (2) the sales area; (3) the pump area; (4) the restrooms?

The results can be used to help service stations in the local community improve service.

## References

LAP 1-750

Fundmentails of Selling
Chapter 5, b

Retail Merchandising
Chapter 3

Retail Selling
Chapter 6

Retailing Principles and Practices
Part 63
7th Edition

Petroleum Marketing
Chapter 14

Automotive Service Business
Chapter 5

## Cluster Instructional Objective:

ABILITY TO COMPREHEND THE IMPORTANCE OF A STORE'S RECEIVING PROCEDURES

AP-3

Operations

9

## What Does the Competent Marketing Employee Do?

638-Knowledge of/or Understanding that

The procedures involved in checking merchandise in against an invoice.

Common to
- Food Marketing
- Transportation and Warehousing
- Wholesaling
- Hardware—Building Materials
  —Farm and Garden



## Suggested Learning Activities

Let students interview the person in their school or at their training station who has the duty of checking merchandise against an invoice. In the interview the student should identify:

(a) Procedures used;
(b) Time involved to complete a check;
(c) Suggestions in checking merchandise;
(d) Problems in conducting a check.

After the interview, the student can write a short report of the interview and verbally share the report with others in the class.

Students can prepare a bulletin board describing the procedures used in checking merchandise into the store.

## References

LAP 4-638

Receiving, Checking, Marking, Stocking Clerk
Chapter 10

Retailing Principles and Practices
Parts 18, 19
7th Edition

Retail Selling
Chapter 33

Retail Merchandising
Chapter 9, a, b

Petroleum Marketing
Chapter 12

Merchandising Parts and Services
Chapter 6

**Cluster Instructional Objective:** ABILITY TO UNDERSTAND PROBLEMS IN RECEIVING SHIPMENTS OF MERCHANDISE AP-4

## 9 What Does the Competent Marketing Employee Do?

706-Skill

In following through on non-delivered or lost merchandise.

Common to
Food Marketing
Transportation and Warehosuing

## Suggested Learning Activities

Students can role play the following situation: The jobber had promised delivery of 60,000 gallons of regular and 90,000 gallons of non-leaded gas at 6:00am. It is now 8:00am and the they had to close the pumps because there was no gasoline. The manager of the station is on vacation. Many of the regular customers are pulling into the station and honking when they see the sign, "Pums Closed." To role play this situation, have students use tele-trainers or, if not available, place two chairs back-to-back. Simulate a telephone call to the jobber explaining the situation. Students can use a greeting, name, affiliation and purpose in calling. They should probe for a reason for the delay and when the gas will be delivered.

A small rack jobber stocks the service station in which the student works. Usually this rack jobber stocks the merchandise ordered, but for the past three months products have been shipped by mail. In checking the last invoice, the student finds a shortage of products on the invoice. Students should write a letter to this jobber explaining the shortage. The invoice no. is #YX73492. The jobber is Adam Smith Company in: Anywhere, U.S.A. The missing merchandise is: 12 fan belts, 6 cases of anti-freeze, 24 spark plugs.

## References

LAP 6-706

Retailing Principles and Practices
Chapter 18
7th Edition

Receiving, Checking, Marking, Stocking Clerk
Chapter 10

Retail Selling
Chapter 33

Retail Merchandising
Chapter 9, a, b,

Petroleum Marketing
Chapter 12

Counterman's

## 9 What Does the Competent Marketing Employee Do?

639-Knowledge of/or Understanding that

The procedures for handling incorrect amounts or types of merchandise received.

Common to
- Transportation and Warehousing
- Food Marketing
- Wholesaling
- Hardware—Building Materials
- —Farm and Garden

## Suggested Learning Activities

Break students into small groups. They can prepare a procedure for handling incorrect amounts or types of merchandise received. The resulting procedures can be compared and contrasted.

Case Problem:

A rack jobber stocks the service station with incorrect merchandise. The rack jobber is on the road and can not be reached at the home telephone number so it is necessary to write a letter explaining this error. Have students write the letter to the East Gas Jobber, 234 Somewhere Avenue, Galena, Illinois.

Students can role play the following situation: The service station manager informs the students that the jobber has delivered the wrong merchandise. The student then calls the jobber and identifies that the merchandise ordered is correct. Students should explain this situation to the service station manager who plays the role of not understanding this merchandise order.

## References

LAP 7-639

Retailing Principles and Practices
Chapter 18
7th Edition

Retail Selling
Chapter 33

Retail Merchandising
Chapter 9, a b

Petroleum Marketing
Chapter 12

Sales Management and Marketing Handbook
Chapter 2

Counterman's Handbook
Chapter 6

## Cluster Instructional Objective: ABILITY TO HANDLE INCORRECTLY RECEIVED MERCHANDISE



9

## What Does the Competent Marketing Employee Do?

707-Skill

In handling incorrect amounts or types of merchandise received.

Common to
- Food Marketing
- Hardware—Building Materials —Farm and Garden

OTHER CLUSTER COMPETENCIES

639-Knowledge of/or Understanding that



## Suggested Learning Activities

Students can role play the situation where a new employee is hired by the service station. The manager of the service station requests that the experienced employee explain to the new employee the following types of merchandise checks that are used: spot check, direct check, blind check. Assume that one of the students is experienced and the other is a new employee. Also, explain to the new employee why the service station manager expects an accurate count on each item and who you inform if you find a shortage, an overage or damaged merchandise. Finally, what do you do about a shortage, overage or damage.

Students can construct a poster that illustrates spot check, direct check, and blind check. Students should explain the final poster to the class.

Students can ask the person responsible for receiving shipments at the school to explain the step-by-step process of accetping a shipment and the procedure they follow when there are incorrect amounts of merchandise received. Next, the students can compare the school's process with that of some other business.

## References

LAP 7-707

Retailing Principles and Practices
Chapter 18
7th Edition

Retail Selling
Chapter 33

Retail Merchandising
Chapter 9, a, b

Receiving, Checking, Marking, Stocking Clerk
Chapter 10

Petroleum Marketing
Chapter 12

Sales Management and Marketing Handbook
Chapter 2

## 9 What Does the Competent Marketing Employee Do?

789-Attitude

That in order to be best prepared for future management responsibilities, trainees must be willing to work and train in various capacities within a store operation.

Common to
- Food Marketing
- General Retail Merchandising
- Transportation and Warehousing



## Suggested Learning Activities

Students can individually plan their future goals. If a student works, they can refer to the work situation when answering the questions below. If they don't work, they should think about their career goals when answering the questions. The questions are:

1. List five goals you want to achieve in the coming year.

2. Divide your major goals into subgoals. Write all those things you must do to achieve the goals.

3. Set realistic deadlines for completing each of your subgoals. Write those deadlines next to the corresponding subgoals.

4. Are other people involved in helping you achieve your goal? If so, explain what they have to do to help you reach your goal.

Students can use the Disctionary of Occupational Titles for the purspoe of identifying the tasks performed by manager and service station employees. Students should compare and contrast tasks between these two positions.

## References

LAP 13-789

Petroleum Marketing
Chapter 15

Retailing Principles and Practices
Chapters 33, 34

Marketing in Action
Chapter 1

Human Relations in Business
pages 240-244
2nd Edition

Automotive Serivce Business
Chapter 5

**Cluster Instructional Objective:** COMPREHEND THAT CONTROLLING EXPENSES RESULTS IN A DIRECT IMPACT ON THE STORE'S PROFIT PICTURE

Operations

## 9 What Does the Competent Marketing Employee Do?

618-Knowledge of/or Understanding that

Seemingly small savings in some expense areas can mean a substantial gain in profits.

Common to
- Food Marketing
- Transportation and Warehousing
- Hardware—Building Materials —Farm and Garden

OTHER CLUSTER COMPETENCIES

619-Knowledge of/or Understanding that
672-Attitude



## Suggested Learning Activities

Students can review an annual report of an automotive parts firm and compute the percentage of profit on sales. Next, students can identify the percentage of profits on sales for another retail industry. Ask the students this question: Why do you think profits are such a small percentage of total sales? Please list all the areas where you could save your station or store money.

Have the students role play the following situation:

New Employee: Boy, I am sure lucky to work at the station. When the boss goes tonight I am going to roll my car in here and get a free lube and oil change.

Student: Have student respond to new employee.

Students can be broken into groups to explore how savings can be made. Design an award that can be given for the most creative ways they could save money in the following areas:

| | |
|---|---|
| Lights | Telephone |
| Use of forms | Office supplies |
| Cleaning materials | Other Areas |

## References

LAP 15-618

Retailing Principles and Practices
Unit 16

Retail Merchandising
Chapter 16

Marketing in Action
Chapter 2, a

Petroleum Marketing
Chapter 11

## Cluster Instructional Objective: COMPREHEND THAT CONTROLLING EXPENSES RESULTS IN A DIRECT IMPACT ON THE STORE'S PROFIT PICTURE

AP-10

Operations

9

## What Does the Competent Marketing Employee Do?

752-Attitude

A realization that expenses are an influential factor in merchandising profitably.

Common to
Transportation and Warehousing
Food Marketing
Hardware—Building Materials
—Farm and Garden

OTHER CLUSTER COMPETENCIES

618-Knowledge of/or Understanding that
619-Knowledge of/or Understanding that

## Suggested Learning Activities

Students can interview the principal for the purpose of identifying the expenses of operating a school. In this interview have students ask the following questions: Where does the school get money to cover expenses? Are expenses increasing? What types, if any, of school expenses are increasing?

Have students contact the Junior Chamber of Commerce for the purpose of requesting a guest speaker on merchandising profitability.

Have students invite their service station manager to class to present information on expenses. Have the manager discuss the reasons for success in the service station.

Contact the Small Business Administration for the purpose of obtaining materials on operating a small business. Have students review these materials and write a report on the influential factors in merchandising profitability.

## References

LAP 15-752

Petroleum Marketing
Chapter 11

Retailing Principles and Practices
Unit 16

Retail Merchandising
Chapter 16

Marketing in Action
Chapter 2, a

Marketing Principles and Practices
Chapter 39

## Cluster Instructional Objective: KNOW COMPLETE PROCEDURES FOR RECEIVING OPERATIONS

Operations

9

### What Does the Competent Marketing Employee Do?

1112-Knowledge of/or Understanding that

The checking procedures when receiving shipments -- actual count, spot check, quality control, etc.

Common to
Transportation and Warehousing

OTHER CLUSTER COMPETENCIES

1146-Knowledge of/or Understanding that
1147-Knowledge of/or Understanding that
1194-Knowledge of/or Understanding that
1197-Knowledge of/or Understanding that



### Suggested Learning Activities

Have students check incoming merchandise for the school cafeteria, book store or other location that receives merchandise using: Invoices, shipping tickets, purchase orders, and checking procedures to prevent the receipts of an incorrect shipment or damaged merchandise. Achievement indicators for the activity will be:

Counted each item correctly
Verified items against purchase order
Checked for damaged merchandise
Reported incorrect items on the order
Reported damaged items
Followed store checking procedures

Have students write answers to the following questions:

1. What, if anything, would you do if an item was ordered but not delivered?
2. What, if anything, would you do if an item was delivered but not ordered?
3. What should you do about extra quantities of merchandise?
4. Suppose the corner of one case of anti-freeze is crushed. What should you do about it?

### References

1112

Petroleum Marketing
Chapter 12

Retailing Principles and Practices
Chapter 18
7th Edition

Retail Selling
Chapter 33

Retail Merchandising
Chapter 9, a, b

## Cluster Instructional Objective: ABILITY TO DEAL WITH FORMS NECESSARY FOR STOCK CONTROL TO AVOID SHORTAGES

AP-12

Operations

9

## What Does the Competent Marketing Employee Do?

1125-Knowledge of/or Understanding that

When to inform superiors when a stock item is low and should be reordered.

Common to
Transportation and Warehousing

OTHER CLUSTER COMPETENCIES

1151-Knowledge of/or Understanding that

## Suggested Learning Activities

Students can role play the following situation:

The gasoline tanks have just been tested and are low according to procedures of the service station. Students will use tele-trainers to call jobbers for an order. The jobber in this situation responds that it will be a week before a delivery can be made. If this occurs, the service station will be closed for a week. Have students utilize telephone skills in obtaining a more rapid order from the jobber.

Have students use telephone books to obtain the names of wholesalers for automotive supplies. Role play a call to a wholesaler for the purpose of obtaining an auto part. Have students identify how and when the auto part will be delivered for a customer's car in the lube-bay.

Have students stock dummy merchandise using store procedures for stock rotation, understock or reserve to maintain merchandise levels. Evaluation of this activity would be: Placed merchandise in the proper location, arranged merchandise according to store procedures, rotated older merchandise to the front, handled merchandise carefully, reported stock shortages, and ordered new merchandise.

## References

1125

Retailing Principles and Practices
Part 38
7th Edition

Retail Merchandising
Chapter 12, e

Petroleum Marketing
Chapter 12

## Cluster Instructional Objective: KNOW COMPLETE PROCEDURES FOR RECEIVING OPERATIONS

Operations

9 What Does the Competent Marketing Employee Do?

1146-Skill

Ability to accurately check quantity and conditions of shipments.

Common to
Transportation and Warehousing

OTHER CLUSTER COMPETENCIES

1112-Knowledge of/or Understanding that
1147-Knowledge of/or Understanding that
1194-Knowledge of/or Understanding that
1197-Knowledge of/or Understanding that



## Suggested Learning Activities

Students can check incoming merchandise for the school cafeteria, book store or other location that receives merchandise using: Invoices, shipping tickets, purchase orders, and checking procedures to prevent the receipt of an incorrect shipment or damaged merchandise. Achievement indicators for the activity will be:

Counted each item correctly
Verified items against purchase order
Checked for damaged merchandise
Reported incorrect items on the order
Reported damaged items
Followed store checking procedures

Have students write answers to the following questions:

1. What, if anything, would you do if an item was ordered but not delviered?
2. What, if anything, would you do if an item was delivered but not ordered?
3. What should you do about extra quantities of merchandise?
4. Suppose the corner of one case of anti-freeze is crushed. What should you do about it?

## References

1146

Petroleum Marketing
Chapter 12

Retailing Principles and Practices
Chapter 18
7th Edition

Retail Selling
Chapter 33

Retail Merchandising
Chapter 9, a, b

## Cluster Instructional Objective: KNOW COMPLETE PROCEDURES FOR RECEIVING OPERATIONS



Operations

9

## What Does the Competent Marketing Employee Do?

1147-Knowledge of/or Understanding that

How to follow correct procedures in handling defective/damaged merchandise, incorrect amounts, and merchandise returns.

Common to
Transportation and Warehousing

OTHER CLUSTER COMPETENCIES

1112-Knowledge of/or Understanding that
1146-Skill
1194-Knowledge of/or Understanding that
1197-Knowledge of/or Understanding that



## Suggested Learning Activities

Have your students assume that they will train a new employee in reporting and following correct procedures in handling defective/damaged merchandise, incorrect amounts and merchandise returns. Structure a role playing situation.

Students can identify the correct procedure for reporting damaged merchandise at thier training station. Next, have students write this procedure on a piece of paper. Then with scissors, cut from the paper each procedure step and place it in a paper bag. Next, have the student pull the pieces of the paper from the bag and arrange in chronological order on the chalkboard with the use of masking tape.

Suppose the students have just taken inventory and have found stock that has not sold. Have students discuss the ways merchandise is returned at their training station.

In groups have students submit bulletin board ideas showing what an employee should do with damaged merchandise. Then, as a class project, have students construct the bulletin board.

## References

1147

Receiving, Checking, Marking, Stocking Clerk
Chapter 10

Retail Selling
Chapter 33

Retailing Principles and Practices
Chapter 18
7th Edition

Retail Merchandising
Chapter 9, a, b

Petroleum Marketing
Chapter 12

## Cluster Instructional Objective:

ABILITY TO DEAL WITH FORMS NECESSARY FOR STOCK CONTROL TO AVOID SHORTAGES

Operations

9

### What Does the Competent Marketing Employee Do?

1151-Knowledge of/or Understanding that

The procedures for notifying proper individuals when stock is short or out.

Common to
Wholesaling

OTHER CLUSTER COMPETENCIES

1125-Knowledge of/or Understanding that



### Suggested Learning Activities

Have students role play the following situation:

The gasoline tanks have just been tested and are low according to procedures of the service station. Have students use tele-trainers to call jobbers for an order. The jobber in this situation responds that it will be a week before a delivery can be made. If this occurs, the service station will be closed for a week. Have students utilize telephone skills in obtaining a more rapid order from the jobber.

Have students use telephone books to obtain the names of wholesalers for automotive supplies. Role play a call to a wholesaler for the purpose of obtaining an auto part. Have students identify how and when the auto part will be delivered for a customer's car in the lube-bay.

Have students stock dummy merchandise using store procedures for stock rotation, understock or reserve to maintain merchandise levels. Evaluation of this activity would be: Placed merchandise in the proper location, arranged merchandise according to store procedures, rotated older merchandise to the front, handled merchandise carefully, reported stock shortages, and ordered new merchandise.

### References

1151

Retailing Principles and Practices
Part 38
7th Edition

Retail Merchandising
Chapter 12, e

Petroleum Marketing
Chapter 12

## Cluster Instructional Objective: ABILITY TO RELATE STORE MAINTENANCE TO SMOOTH OPERATIONS



### What Does the Competent Marketing Employee Do?

1158-Knowledge of/or Understanding that

The importance of the care and proper cleaning of the tools used on the job.

Common to
Wholesaling

OTHER CLUSTER COMPETENCIES

1159-Knowledge of/or Understanding that.

### Suggested Learning Activities

Ask students to collect tools that have been properly cared for and cleaned and compare them to collected tools that have not been properly cared for an cleaned. This activity could then be developed into a show case display or window display in the classroom.

Let students interview the custodian for suggestions on proper care and clean tools for the school.

Students can identify the tools used at the service station. From this list, have the students share the procedures their service station suggests for caring and cleaning.

Have students construct a layout diagram of where tools are kept at the service station. These diagrams should then be discussed with reference to care and cleaning.

### References

1158

Petroleum Marketing
Chapter 10

Wholesaling and Physical Distribution
Page 123

Physical Distribution
Page 119

## Cluster Instructional Objective: ABILITY TO RELATE STORE MAINTENANCE TO SMOOTH OPERATIONS



Operations 9

### What Does the Competent Marketing Employee Do?

1159-Knowledge of/or Understanding that

The importance of a clean, neat backroom and work area.

Common to Wholesaling

OTHER CLUSTER COMPETENCIES

1158-Knowledge of/or Understanding that



### Suggested Learning Activities

Arrange for students to visit the work area of the custodian of the shool. From this work area have the studnets construct a layout of how the area is maintained. From this layout have students make recommendations to the school custodian.

Arrange for students to visit the work area of the school secretary. From this work area have the students construct a layout of how the area is maintained. From this layout have the students make recommendations.

Have students construct the layout of respective work areas of service stations. Recommendations for work area changes are required as is the presentation of these to the manager.

Obtain cleaning tools for the distributive education classroom and have students perform maintenance using maintenance procedures and equipment to present appropriate classroom appearance. Evaluate this activity by: Maintained dummy merchandise in a clean and orderly manner, performed housekeeping duties, assigned (cleaned windows, floors, fixtures, displays), handled equipment carefully, maintained assigned equipment, followed class maintenance procedure.

### References

1159

Petroleum Marketing
Chapter 10

Retailing Principles and Practices
Part 20
7th Edition

Retail Merchandising
Chapter 18, d

Fundamentals of Selling
Chapter 12, d

## Cluster Instructional Objective:

COMPREHEND THAT STORE POLICIES DEALING WITH EMPLOYEES ARE WRITTEN FOR THE BENEFIT OF BOTH THE EMPLOYER AND THE EMPLOYEE

AP-20

Operations

9

## What Does the Competent Marketing Employee Do?

1161-Knowledge of/or Understanding that

The procedures or policies for leaving the department or store for short periods during regular working hours.

Common to
Wholesaling

OTHER CLUSTER COMPETENCIES

1162-Knowledge of/or Understanding that

1163-Knowledge of/or Understanding that

## Suggested Learning Activities

Students can prepare a small research project on the expense of employees leaving the department or store and how it affects operations. They can get this information from management journals. This could be a written report.

Let students break into small groups. They can develop five policies that would benefit both management and employees. Compare the policies of the various training stations with reference to leaving the department or store. Cite differences and justify.

Have students examine their training stations policies and procedures on preventing theft. Employees should be aware of their legal rights of detaining or apprehending shoplifters. They should specifically find out if they are prohibited from leaving the store to chase a shoplifter.

## References

1161

Human Relations in Marketing
Chapters 4, 6

Retailing Principles and Practices
Part 32
7th Edition

Fundamentals of Selling
Chapter 7, e

Retail Merchandising
Chapter 5, e

Petroleum Marketing
Chapter 3

## Cluster Instructional Objective:

COMPREHEND THAT STORE POLICIES DEALING WITH EMPLOYEES ARE WRITTEN FOR THE BENEFIT OF BOTH THE EMPLOYER AND THE EMPLOYEE

AP-21

9 Operations

## What Does the Competent Marketing Employee Do?

1162-Knowledge of/or Understanding that

The rules and regulations pertaining to lunch and other similar breaks.

Common to Wholesaling

OTHER CLUSTER COMPETENCIES

1161-Knowledge of/or Understanding that

1163-Knowledge of/or Understanding that



## Suggested Learning Activities

Students will prepare a small research project on the expense of employees taking breaks and how it affects operations. They can get this information from management journals or personnel management journals. This could be a written report.

Let students break into small groups. They can develop five policies that would benefit both management and emoloyees. Compare results.

Compare the policies of the various training stations with reference to taking lunch breaks or similar type breaks. Cite differences and justify.

## References

1162

Human Relations in Marketing
Chapters 4, 6

Retailing Principles and Practices
Part 32
7th Edition

Fundamentals of Selling
Chapter 7, e

Retail Merchandising
Chapter 5, e

Petroleum Marketing
Chapter 3

## Cluster Instructional Objective:

COMPREHEND THAT STORE POLICIES DEALING WITH EMPLOYEES ARE WRITTEN FOR THE BENEFIT OF BOTH THE EMPLOYER AND THE EMPLOYEES

AP-22

Operations

9

## What Does the Competent Marketing Employee Do?

1163-Knowledge of/or Understanding that

Rules, policies, and/or regulations pertaining to absenteeism of personnel.

Common to
Wholesaling
Food Marketing

OTHER CLUSTER COMPETENCIES

1161-Knowledge of/or Understanding that
1162-Knowledge of/or Understanding that



## Suggested Learning Activities

Have students do a small research project on the expense of employee absenteeisms and how it affects operations. They can get this informations from management journals or personnel management journals. This could be a written report.

Let students break into small groups. They can develop five policies that would benefit both management and employees. Compare results.

Compare the policies of the various training stations with reference to absenteeism. Cite differences and justify.

## References

1163

Human Relations in Marketing
Chapters 4, 6
2nd Edition

Retailing Principles and Practices
Part 32
7th Edition

Fundamentals of Selling
Chapter 7, e

Retail Merchandising
Chapter 5, e

Petroleum Marketing
Chapter 3

## Cluster Instructional Objective: ABILITY TO INFORM CUSTOMERS OF CHANGES IN COMPANY PRICES OR PROCEDURES

AP-23

Operations

9

# What Does the Competent Marketing Employee Do?

1189-Knowledge of/or Understanding that

When to contact customer if order or requisition is unclear, incomplete, or there are significant price changes.



# Suggested Learning Activities

Have the students write a business letter as follows:

Date _____
To: Ms. Sally Sheahan
2324 Mineral Point Road
Freeport, Illinois
From: Student, working at Northern Illinois Auto Supply

Problem to be discussed in letter:

On Sept 18, ____, Ms. Sally Sheahan ordered a set of green rubber mats for $33.90. On Oct. 30, the Northern Illinois Auto Supply has been informed that the rubber floor mats only come in yellow and the price has been increased to $44.70.

Have the students use tele-trainers or place chairs back-to-back and make mock telephone calls to a customer of the Mississippi Service Station. The customer, Bill Daley, will be called because the order can not be read. Mr. Daley placed the order on his way to work from the night shift. The day shift is now working and no one can read the work order.

# References

1189

Petroleum Marketing
Chapter 3

Retailing Principles and Practices
Chapter 18
7th Edition

Retail Selling
Chapter 33

Retail Merchandising
Chapter 9 a, b

## 9 What Does the Competent Marketing Employee Do?

1190-Skill

In stocking merchandise in appropriate places and appropriate manner, keeping shelves filled, face merchandise to front, maintain a good appearance of products.

## Suggested Learning Activities

The instructor should provide sample merchandise used in stocking. The students will then stock merchandise using store procedures for stock rotation, understock, or reserve to maintain merchandise levels. Achievement indicators for the activity will be: Placed merchandise in the proper location; arranged merchandise according to store procedures; rotated older merchandise to the front; handled merchandise carefully.

Students will role play their answers to the following situation:

New Employee: That is all I seem to do is to stock merchandise. I really get frustrated when I spend hours stocking and in 10 minutes the shelf is a complete shamble.

Students: (Provides answer)

New Employee: I really don't know why I have to keep on dusting and rearranging all of the auto accessories at the end of the day. They are in good shape, but the boss says keep on maintaining your stock.

Student: (Provides answer)

## References

1190

Petroleum Marketing
Chapter 12

Retailing Principles and Practices
Chapter 20
7th Edition

Fundamentals of Selling
Chapter 12, d

Retail Merchandising
Chapter 9, d

## Cluster Instructional Objective: ABILITY TO PROPERLY HANDLE INVENTORY PROBLEMS



Operations

## 9 What Does the Competent Marketing Employee Do?

1191-Skill

In conducting periodic physical inventories.

OTHER CLUSTER COMPETENCIES

1192-Skill
1193-Skill
1195-Skill

## Suggested Learning Activities

Students will demonstrate ability to organize and conduct a complete and accurate physical inventory. Instructor will provide a set of facts and circumstances for the students. The student will then count stock using the physical inventory and inventory forms to determine the actual stock on hand. Achievement indicators for the activity will be:

Did student prepare merchandise correctly for counting?

Did the student follow procedures involved in a merchandise count for physical inventory?

Did the student record the merchandise count accurately?

Have students serve on a panel discussion. Resolved: Physical inventories at my training station should be conducted every week. Allow students on panel to present pro and con sides. After both sides have been presented, allow students to challenge each other on the proposed statement.

## References

1191

Petroleum Marketing
Chapter 12

Fundamentals of Selling
Chapter 12, d

Retailing Principles and Practices
Chapter 39
7th Edition

Retail Merchandising
Page 459

Operations

## 9 What Does the Competent Marketing Employee Do?

1192-Skill

In maintaining accurate inventory control records.

OTHER CLUSTER COMPETENCIES

1191-Skill
1193-Skill
1195-Skill



## Suggested Learning Activities

Students can collect inventory control records at their training stations and share with other members. Students can compare and contrast the different types of inventory control records.

Have students call a CPA after they have planned a telephone interview. Some of the questions to ask the CPA are as follows:

1. How long should you maintain inventory control records.
2. In what form should you maintain inventory control records.

Have students call a jobber to find out how they maintain accurate inventory control records.

Have students call a chain operation for the purpose of identifying how they must maintain accurate inventory control records.

## References

1192

Petroleum Marketing
Chapter 12

Retail Merchandising
Chapter 9, d

Fundamentals of Selling
Part 12, d

Retailing Principles and Practices
Chapter 39
7th Edition

Retail Selling
Chapter 33

## Cluster Instructional Objective: ABILITY TO PROPERLY HANDLE INVENTORY PROBLEMS

Operations

9 What Does the Competent Marketing Employee Do?

1193-Skill

In determining amount of inventory on hand from inventory records or actual count.

OTHER CLUSTER COMPETENCIES

1191-Skill
1192-Skill
1195-Skill



## Suggested Learning Activities

Students will interview the person in the school who is responsible for inventory records and control. Some of the questions that the students should ask are:

How often do you take inventory?
How long does it take you to do inventory?

Students should then request if they could help take an inventory of the school property. After inventory is accomplished, it should be compared to the actual count.

Structure a situation where you use dummy merchandise for determining amount of inventory on hand. Such a situation would necessitate the counting of the merchandise. Then after the merchandise has been counted, bring in a box of related merchandise on a new shipment. Now have students identify amount on hand.

## References

1193

Petroleum Marketing
Chapter 12

Retail Merchandising
Chapter 9, d

Fundamentals of Selling
Part 12, d

Retailing Principles and Practices
Chapter 39
7th Edition

Retail Selling
Chapter 33

## Cluster Instructional Objective: KNOW COMPLETE PROCEDURES FOR RECEIVING OPERATIONS

AP-30

Operations

9

## What Does the Competent Marketing Employee Do?

1194-Skill

In preparing products for storage; unload trucks; unpack; arrange merchandise in stock area.

OTHER CLUSTER COMPETENCIES

1112-Knowledge of/or Understanding that
1146-Skill
1147-Knowledge of/or Understanding that
1197-Knowledge of/or Understanding that



## Suggested Learning Activities

Bring boxes to class. Demonstrate how to lift a box and boxes.

Provide unopened boxes and a cutting knife. Have students demonstrate how to open a box using a cutting knife.

Bring a merchandise dolly to class. Have students demonstrate how to use the dolly with loaded and unloaded boxes.

Acquire used bottles and cans of anti-freeze, oil, brake fluid, etc., and bring to class. Assign students to use these materials along one wall of the classroom for the stock area. Before they begin to stock, have the students construct a stocking plan that is shared with the class.

## References

1194

Receiving, Checking, Marking, Stocking Clerk
Chapter 7

Retailing Principles and Practices
Chapter 20
7th Edition

Fundamentals of Selling
Chapter 12, d

Retail Merchandising
Chapter 9, d

## Cluster Instructional Objective: ABILITY TO HANDLE INVENTORY PROBLEMS



Operations

9 What Does the Competent Marketing Employee Do?

1195-Skill

Ability to conduct a complete physical inventory when required.

OTHER CLUSTER COMPETENCIES

1191-Skill
1192-Skill
1193-Skill



## Suggested Learning Activities

Obtain stockkeeping forms and reports and provide the students with information about incoming merchandise for the classroom in which you teach, the prices of their merchandise in your classroom, some returned merchandise prices from your classroom, some marked down merchandise. Have students complete departmental stock control records using stockkeeping forms and reports according to store procedures to provide inventory control. Achievement indicators for the activity will be:

Recorded all incoming merchandise
Posted quantities correctly
Posted prices correctly
Posted sales accurately
Posted merchandise returns
Posted mark downs correctly
Followed store procedures

Have students write an answer to the following:

The way my training station takes physical inventory at regular periods is?

The way my training station takes physical inventory each year for income tax purposes:

Have them share their answers in small groups.

## References

1195

Petroleum Marketing
Chapter 12

Fundamentals of Selling
Chapter 12, d

Retailing Principles and Practices
Chapter 39
7th Edition

Retail Merchandising
Page 459

## 9 What Does the Competent Marketing Employee Do?

1196-Skill

In planning and scheduling work tasks and assignments.

## Suggested Learning Activities

Have students assume that they are the head salesperson for an auto parts store. As head, the student must prepare a written schedule for six salespeople. Your store uses past sales information and salary/sales ratio to determine how many salespeople can work on any particular day. The store allows you to determine when these workers will come to work, leave and eat lunch.

1. Compute the projected sales for the fourth week in September in an auto parts shop. The needed information appears below.
2. Your store management asks you to follow a salary/sales ratio of 10 percent. Using the projected sales figures from 1 above, compute the number of employee hours you will be allowed each day. Assume each of your employees earns $3.25/hour.

| | | | |
|---|---|---|---|
| Monday | _____ | Thursday | _____ |
| Tuesday | _____ | Friday | _____ |
| Wednesday | _____ | Saturday | _____ |

## References

1196

Petroleum Marketing
Chapter 15

Retailing Principles and Practices
Chapter 33, 34
7th Edition

Marketing in Action
Chapter 18

## Cluster Instructional Objective: KNOW COMPLETE PROCEDURES FOR RECEIVING OPERATIONS

AP-33

Operations

9

## What Does the Competent Marketing Employee Do?

1197-Knowledge of/or Understanding that

Understand and be able to accurately check in an order, using whatever forms are required.

OTHER CLUSTER COMPETENCIES

1112-Knowledge of/or Understanding that
1146-Skill
1147-Knowledge of/or Understanding that
1149-Knowledge of/or Understanding that



## Suggested Learning Activities

Have students collect used product containers for the purpose of completing a merchandise check in the classroom. Since many service stations are becoming convenience stores, empty food containers can be used as the dummy merchandise. When a quantity of merchandise has been collected, have students complete a spot check, direct check and blind check on their merchandise. This activity will require the instructor to construct a packing list.

Have students collect invoices from service stations. Next, have students explain the following to class members: Vendor, EOM, ROG, ROB, UPS, customer account number, invoice number, style or lot, model, quantity ordered, unit, unit price, extended amount.

## References

1197

Receiving, Checking, Marking, Stocking Clerk
Chapter 10

Retailing Principles and Practices
Part 18
7th Edition

Retail Selling
Chapter 33

Retail Merchandising
Chapter 9, a, b

Petroleum Marketing
Chapter 12

## Cluster Instructional Objective: ABILITY TO FOLLOW PROPER PROCEDURES WHEN AN EQUIPMENT BREAKDOWN OCCURS

AP-34

Operations

9

## What Does the Competent Marketing Employee Do?

1198-Knowledge of/or Understanding that

The procedure for handling the mechanical breakdown of equipment.



## Suggested Learning Activities

Have service station employees "brainstorm" the types of equipment that could have mechanical breakdowns. When this list has been developed have the students explain to each other the procedure to use in repairing the equipment.

Have the students role play the following situations with a new employee at the service station:

The procedure to follow when the cash register does not work.

The procedure to follow when the cash register tape has been used.

The procedure to follow when the gasoline pumps are not working.

The procedure to follow when the toilet is not working.

The procedure to follow when a fuse is not functioning.

The procedure to follow when the hoist is not working.

## References

1198

Petroleum Marketing
Chapter 10

Wholesaling and Physical Distribution
Page 123

Physical Distribution
Page 119

## Cluster Instructional Objective: DEVELOP AN ATTITUDE THAT STORE POLICIES SHOULD BE FLEXIBLE TO MEET CUSTOMER'S NEEDS





# 9 What Does the Competent Marketing Employee Do?

1199-Attitude

That the schedule of service station business hours should be arranged to meet the needs of the types of customers being served and adjusted when their buying habits change.



# Suggested Learning Activities

Students can use the yellow pages of the phone book to identify the hours of the service stations in their community. If the hours are not listed, the students could use the telephone to identify service station hours. From this listing have students identify the types of customers each of these service station has.

Have students identify the types of customers of service stations (Prestige with service, volume, truck, etc.). From this list of customer types, have the students match service station business hours.

Have students identify the trends for service stations in the future. Have the students apply these new trends to service station business hours.

# References

1199

Petroleum Marketing
Chapters 1, 15

Marketing Practices and Principles
Chapters 7, 8

Retail Merchandising
Chapter 6, a

Retailing Principles and Practices
Part 44
7th Edition

**Cluster Instructional Objective:** ABILITY TO SELECT CORRECT PARTS, COMPARE PRICES, AND ADVISE PROSPECTIVE CUSTOMERS AS TO THE RELATED ACCESSORIES AND SERVICES

AP-1

Product and/or Service Technology 10

## What Does the Competent Marketing Employee Do?

577-Skill

Ability to read and interpret various automotive service guides or charts when determining the best way to service a particular model car.

## Suggested Learning Activities

Have students list all of the automotive service guides and charts that are available at their training stations. When the list has been identified, have the students answer the following questions about the materials:

1. Name of guide or chart
2. Publisher of guide or chart
3. Where to obtain guide or chart
4. Date of publication of guide or chart

Bring to class a chart such as the Spark Plug Recommendation Chart and have students study the chart and then explain it to each other. Next, have students write questions about using the chart. Place the qeustions in a paper bag. Arrange students in relay teams. Each relay team will then go to the grab bag and draw a question and answer the question. If it is correct, the team gets 5 points. Score is kept on the chalkboard and the team with the most points in half an hour is the winner.

Make a copy of materials from an automotive service manual. Have the students read the materials and then summarize the main points.

## References

LAP 9-577

Automotive Cut-Away Drawing by ASIA

Retailing Principles and Practices
Chapter 44
7th Edition

Retail Selling
Chapter 21

## Cluster Instructional Objective:

COMPREHEND THE IMPORTANCE OF KNOWING PRODUCT INFORMATION AND HOW TO HANDLE MERCHANDISE

10 Product and/or Service Technology

## What Does the Competent Marketing Employee Do?

505-Knowledge of/or Understanding that

The various locations of merchandise on the selling floor and in reserve stock.

Common to
- Food Marketing
- General Retail Merchandising
- Finance and Credit

OTHER CLUSTER COMPETENCIES

590-Attitude



## Suggested Learning Activities

Have the students draw a layout of their training station or a petroleum or automotive retail outlet. Within this layout, have the following identified:

Cash register
Safe
Location of service manuals
Location of merchandise on the selling floor
Location of merchandise in reserve stock on the selling floor
Location of merchandise in reserve stock in reserve areas

Have the students suppose that they are about to open a new service station. Have them write 5 to 10 rules that they want their employees to follow in handling and placing stock. The object of the rules is to protect the stock from damage and from becoming shopworn and to protect employees at the same time.

Have the students role play the following situation:

A new employee is hired and it is the responsibility of the student role playing to explain to this new employee the location of merchandise on the selling floor and in reserve stock at respective training stations.

## References

LAP 19-505

Retail Merchandising
Chapter 11

Merchandising in Action
Chapters 2, 3, Page 261

Retailing Principles and Practices
Part 19
7th Edition

Counterman's Handbook
Chapters 5, 6

Receiving, Checking, Marking and Stocking Clerk
Chapter 8

**Cluster Instructional Objective:** COMPREHEND THE IMPORTANCE OF KNOWING PRODUCT INFORMATION AND HOW TO HANDLE MERCHANDISE

AP-3

10 Product and/or Service Technology

## What Does the Competent Marketing Employee Do?

590-Attitude

That merchandise information can be gained by handling merchandise and by using it.

Common to
Hardware—Building Materials
—Farm and Garden

OTHER CLUSTER COMPETENCIES

505-Knowledge of/or Understanding that



## Suggested Learning Activities

The instructor or students will bring in automotive and/or petroleum products to the classroom. First, have students brainstorm as many ways as possible that the product could be used. Second, have the students use the product through a demonstration of its use to another student. Finally, have the student, through role playing, sell the product to another student.

Have students role play the procedure of doing something in the automotive and/or petroleum area in the presence of the other students either as a means of showing them how to do it themselves or in order to illustrate a principle. For example, have the students demonstrate the following:

1. A jack stand: How to elevate the jack stand.
2. Oil: How to determine cleanliness of oil.
3. Gasoline: How to tell the differences.
4. Batteries: How to jump a battery.
5. Antifreeze: How to pour antifreeze.

## References

LAP 19-590

Petroleum Marketing
Chapter 13

Sales Management and Marketing Handbook for Automotive Wholesalers
Chapter IV

Selling Principles and Practices
Chapter 9

Retailing Principles and Practices
Chapter 22
7th Edition

Retail Selling
Chapter 22

## Cluster Instructional Objective:

A BELIEF THAT SERVICE INFORMATION CREATES ENTHUSIASM AND CONFIDENCE IN THE SALESPERSON



Product and/or Service Technology 10

## What Does the Competent Marketing Employee Do?

580-Attitude

That a continual program of training and retraining employees with product knowledge must be carried out.

Common to
- Finance and Credit
- Food Marketing
- General Retail Merchandising

OTHER CLUSTER COMPETENCIES

583-Attitude



## Suggested Learning Activities

Ask students to bring to class a product sold at their training station. Play the game of "Stump the Salesperson," i.e., students think of questions to ask regarding the product. If a question is asked which the salesperson (the student who brought the product) cannot answer, discuss where the information could be found.

Structure the game of "Password" with four students. Other class members can observe as the game is being conducted. Have two students face the class while the other two sit at a right angle to each of the respective players. Place the following words on the chalk board, one at a time so the class can see the words but not the two players. One word hints can be given about the following products by players who know the word:

1. Windshield blades
2. Oil filter
3. Car seats
4. Mud guards
5. Antifreeze

Have students form a group of three or four. Give the group reasons why a continuous training program would be desirable for the following:

A. A service station attendant
B. A service station manager
C. An auto parts salesperson

## References

LAP 27-580

Sales Management and Marketing Handbook for Automotive Wholesalers
Chapter IV

Petroleum Marketing
Chapter 15

Selling Principles and Practices
Chapter 9

Retailing Principles and Practices
Chapter 22
7th Edition

**Cluster Instructional Objective:** A BELIEF THAT SERVICE INFORMATION CREATES ENTHUSIASM AND CONFIDENCE IN THE SALESPERSON

AP-5

Product and/or Service Technology 10

## What Does the Competent Marketing Employee Do?

583-Attitude

That adequate merchandise/service knowledge usually creates in the salesperson enthusiasm for his/her goods and adds to his/her self-confidence.

Common to
- Finance and Credit
- General Retail Merchandising
- Hardware—Building Materials —Farm and Garden

OTHER CLUSTER COMPETENCIES

580-Attitude



## Suggested Learning Activities

Have an experienced salesperson demonstrate a product to the class. Following the presentation, discuss the following points.

1. Can a salesperson be successful without a thorough knowledge of the merchandise sold?
2. A salesperson's earning capacity usually is directly related to the knowledge one has of the product being sold.
3. A salesperson's knowledge of products enables the salesperson to increase sales.

Students can collect automotive and petroleum product information using a product, current merchandising trends, manufacturers' services, trade journals, competitors' products, sales personnel, product labels and tags, and product guarantees, to become familiar with the product. Areas to be covered in the report will be: Trade journals where information about the product can be found; changes in the product in the last three to five years; how the product was constructed; materials used to make the product; uses for the product; performance of the product; tag; grade of product; government standards or laws that may apply to the product.

## References

LAP 27-583

Counterman's Handbook
Chapter VIII

Retail Merchandising
Chapter 11

Sales Management and Marketing Handbook
Chapter IV

Petroleum Marketing
Chapter 13

**Cluster Instructional Objective:** PROJECT HOW PRODUCT KNOWLEDGE WILL INCREASE SALES AND PROMOTE CUSTOMER RELATIONS

AP-7

Product and/or Service Technology 10

## What Does the Competent Marketing Employee Do?

512-Knowledge of/or Understanding that

Merchandise guarantees and directions protect both the customer and the store and help increase sales.

Common to
Food Marketing
Hardware—Building Materials
—Farm and Garden



## Suggested Learning Activities

Students can collect merchandise guarantees at their training stations and bring them to class. Have the students make a poster on the various types of merchandise guarantees. Next the students should circle with colored pencil the answers to the following:

1. How long is the merchandise guaranteed good?
2. If the customer has problems with the guarantee, where do they go?
3. If a customer has used the product for some time, do they obtain the same benefits as a customer who has just purchased an item?
4. Where should the customer send verification of the merchandise guarantee?

Supply antifreeze, windshield wiper fluid and brake fluid in original containers. Have students read the directions and explain in a role-playing situation the directions to follow when using this product.

Have students read to each other the directions on an automotive or petroleum product. After reading the directions have the students turn pages down and explain the directions to their classmates.

## References

LAP 28-512

Sales, Management and Marketing Handbook
Chapter 4
Page 15

Selling Principles and Practices
Chapter 23

Retail Selling
Chapter 30

Retailing Principles and Practices
Chapter 44
7th Edition

Petroleum Marketing
Chapter 13

## Cluster Instructional Objective: ABILITY TO INTERPRET THE FEATURES OF A SERVICE IN TERMS OF BENEFITS TO CUSTOMERS

10 Product and/or Service Technology

### What Does the Competent Marketing Employee Do?

499-Knowledge of/or Understanding that

The ways to interpret the features of a service in terms of benefits to customers.

Common to
Finance and Credit



### Suggested Learning Activities

From the following list of new automotive products, have the students identify benefits and features:

1. Fiberglass Repair Kit. It has been formulated to bond to or fill fiberglass, steel, aluminum, wood, concrete, and other materials. The gel is reported not to shrink, rot or corrode.

2. Repair Kit. The kit includes a how-to phone record, instruction book, pint of repair fluid, sandpaper, glazing and spot putty, spreader, screening film and cream hardener.

3. Keyless Automotive Alarm System. It features four wires and clip on terminals. The high/low alternating alarm will sound 13 seconds after the car is eneterd. It is disarmed via the ignition key.

4. Compact Stereo Unit. Offers AM/FM/MPX radio which has manual tuning and a stereo cassette player with locking fast forward and auto stop.

(continued)

### References

LAP 34-499

Sales Horizon
Pages 156-162
3rd Edition

Store Salesmanship
Pages 64, 65
6th Edition

Salesmanship Fundamentals
Pages 156-162

Counterman's Handbook
Chapter 8

Petroleum Marketing
Chapter 13

Sales, Management and Marketing Handbook
Chapter 5

Product and/or Service Technology 10

## What Does the Competent Marketing Employee Do?

499-Continued

## Suggested Learning Activities

5. Remote Radar System. It is said to provide signal sensitivity ten or more times the range of standard radar detectors. The receiver is reportedly waterproof, heat resistant and electrically filtered to prevent RF interference.

Have students read the following advertisement that appeared in Home and Auto.

From the ad have the students identify features and benefits to a customer and features and benefits to a training station.

Gas Lock, for unleaded fuel systems, fits inside gas tank, filler neck, keeps original emission control cap, gas lock works inside, can't get wet from rain or snow, thief proof, keeps in gas, eye-buy 4 color blister pak card, gas lock works from inside, can't be pried, twisted, pulled or bent off, features special patented locking device, easy to stock in 3 colors, priced below other devices.

## References

**Cluster Instructional Objective:** ABILITY TO COMPREHND THE IMPORTANCE OF SELECTING PRODUCTS SUITABLE FOR CUSTOMER'S NEEDS AND PURPOSES

AP-10

Product and/or Service Technology 10

## What Does the Competent Marketing Employee Do?

508-Knowledge of/or Understanding that

The uses of specific merchandise/services and differences between similar articles so that merchandise/services may be selected to meet a customer's needs.

Common to
- Food Marketing
- General Retail Merchandising
- Finanace and Credit
- Hardware—Building Materials
  —Farm and Garden

OTHER CLUSTER COMPETENCIES

501-Knowledge of/or Understanding that
548-Skill



## Suggested Learning Activities

Have students complete the following chart titled: Helping a Customer Select the Right SAE Rated Oil.

| Lowest Temp. Expected | Single Grade | Multi-Oil |
|---|---|---|
| 32 degrees F<br>0 degrees C | ? | ? |
| 0 degrees F<br>-18 degrees C | ? | ? |
| -0 degrees F<br>-18 degrees C | ? | ? |

Have the students write answers to the following questions:

1. What single grade oil could car owners use if the lowest winter temperatures were around 10 degrees F? (-12 degrees C)
2. What multigrade oils could car owners use if winter temperatures were always above freezing?

## References

LAP 35-508

Fundamentals of Selling
Chapter 6

Retail Selling
Chapter 17

Retail Merchandising
Chapter 11

Merchandising in Action
Chapter 1, 4

Retailing Principles and Practices
Part 42
7th Edition

Counterman's Handbook
Chapters 7, 8

Petroleum Marketing
Chapter 13

Sales, Management and Marketing Handbook
Chapter 4

## Cluster Instructional Objective:

ABILITY TO RELATE THE BENEFITS OF CUSTOMER SATISFACTION BY USING SELLING FEATURES IN A SALES PROMOTION

AP-11

10 Product and/or Service Technology

## What Does the Competent Marketing Employee Do?

511-Knowledge of/or Understanding that

Merchandise information is a useful tool in opeining a sales conversation with a customer.

Common to
Finance and Credit
Food Marketing
General Retail Merchandising

OTHER CLUSTER COMPETENCIES

550-Skill



## Suggested Learning Activities

Have students role play the following types of sales openings with each other:

A. Greeting: Good Afternoon
B. Service: Yes, what can I help you with?
C. Stare: (In this type of approach salesperson stares at customer with a smile.)
D. Merchandise: Hello, You're looking at our new synthetic oil. It is not entirely a petroleum product, like regular oil and gasoline. Rather, it is partially manufactured. Synthetic oil does its job very well. It increases fuel mileage and stays fresh longer than regular oil.

When finished, the students should identify which approach is the most effective.

Have students answer the following questions:

A. What type of salesperson do you like? Describe this salesperson in detail.
B. Describe the type of salesperson you buy from. Why.
C. Describe the type of salesperson your parents buy from. Why?

## References

LAP 32-511

Basic Salesmanship
Pages 56-60

Retail Selling
Chapter 20

Retailing Principles and Practices
Part 32
7th Edition

Counterman's Handbook
Chapters VII, VIII

Sales Management and Marketing Handbook
Chapter IV

Petroleum Marketing
Chapter 13

**Cluster Instructional Objective:** ABILITY TO RELATE THE BENEFITS OF CUSTOMER SATISFACTION BY USING SELLING

AP-12

10 Product and/or Service Technology

## What Does the Competent Marketing Employee Do?

550-Skill

In expressing customer benefits that accompany a service's selling features.

Common to
General Retail Merchandising
Finance and Credit

OTHER CLUSTER COMPETENCIES

511-Knowledge of/or Understanding that



## Suggested Learning Activities

Students can discuss the statement, "Customers do not buy merchandise. They buy what it will do for them."

Show students a product. Allow them to ask any questions about the product they would like. Based on the information gathered about the product, have students prepare a sales presentation. At least two customer benefits of that product should be presented in the sales presentation.

Students may identify the selling features of a service station. Such features might include clean rest rooms, quick service and expert mechanical assistance. Next, have students write matching customer benefits to the service station features.

## References

LAP 32-550

Basic Salesmanship
Chapters 2, 4

Basic Selling
Chapters 2, 4
2nd Edition

Retailing Principles and Practices
Part 41
7th Edition

Counterman's Handbook
Chapter VIII

Petroleum Marketing
Chapter 13

Sales Management and Marketing Handbook
Chapter IV

## Cluster Instructional Objective:

DEVELOP THE ABILITY TO SHOW POINTS OF SUPERIORITY OF ONE'S OWN PRODUCTS WITH COMPETING PRODUCTS

AP-13

10 Product and/or Service Technology

## What Does the Competent Marketing Employee Do?

563-Skill

In using knowledge of the merchandise features and customer acceptance of competing services and points of superiority of the service discussed during a sale.



## Suggested Learning Activities

A feature is a service or activity which is provided by the student's training station while a benefit is the translation of a feature in terms of how it will fulfill a customer's needs.

Have the students list all the features they can think of that are offered by their training station. After the discussion of features is finished, go back and have the students list as many benefits as they can think of that a customer may derive from each feature.

Give the students three petroleum or automotive products such as car mats, seat covers and antifreeze. Have the student identify the features and benefits of each.

## References

LAP 33-563

Counterman's Handbook
Chapter 8

Petroleum Marketing
Chapter 13

Retailing Principles and Practices
Chapter 22
7th Edition

Retail Selling
Chapter 22

## Cluster Instructional Objective:

ABILITY TO COMPREHEND THE IMPORTANCE OF SELECTING SERVICES SUITABLE TO CUSTOMERS' NEEDS AND PURPOSES

AP-14

10 Product and/or Service Technology

### What Does the Competent Marketing Employee Do?

501-Knowledge of/or Understanding that

The ways to show that an item of merchandise is suited for the purpose the customer has in mind.

Common to
Finance and Credit

OTHER CLUSTER COMPETENCIES

508-Knowledge of/or Understanding that
548-Skill



### Suggested Learning Activities

Students should list as many questions that they can think of in identifying needs of a customer. After the questions have been identified, the students can ask these questions to another student. From the needs identified in this role playing, the student can then inform the customer of how these needs would be satisfied with a certain product.

Note some of the questions that should have been identified would be:

1. When did the problem begin?
2. Where did the problem begin?
3. When do you notice the problem the most?

Have the students name in writing one need that each of the following tools can help identify:

Air gauge
PCV tester
Fan belt tension gauge
Cooling system pressure tester
Anti-freeze tester
Start-O-Scope

### References

LAP 35-501

Salesmanship Fundamentals
Chapters 9,10
4th Edition

Fundamentals of Selling
Chapter 4
10th Edition

Retail Selling
Chapter 20

Counterman's Handbook
Chapters VII, VIII

Petroleum Marketing
Chapter 13

Sales Management and Marketing Handbook
Chapter IV

## Cluster Instructional Objective:

ABILITY TO COMPREHEND THE IMPORTANCE OF SELECTING PRODUCTS SUITABLE FOR CUSTOMERS' NEEDS AND PURPOSES

AP-15

Product and/or Service Technology 10

## What Does the Competent Marketing Employee Do?

548-Skill

In using facts about the merchandise itself when helping a customer make a buying decision.

Common to
- Food Marketing
- General Retail Merchandising
- Finance and Credit

OTHER CLUSTER COMPETENCIES

501-Knowledge of/or Understanding that

508-Knowledge of/or Understanding that



## Suggested Learning Activities

Students should role play a customer and a salesperson. The salesperson is provided the following information on a relay wiring kit and switch for auxiliary lamps.

No splicing or taping necessary
Everything included to wire an auxiliary lamp
All connectors and fuses included
Designed for ease of installation
Switch rated at 15 amps at 12 VDC
Provides longer bulb life
Relay contacts good life for 100,000 cycles
Control circuit and power circuit have in line

Using the above facts help a customer to make a buying decision.

Bring in different types of ice scrapers for the students to analyze for the purpose of identifying facts. Challenge students by offering a reward for the student who comes up with the most facts about the different types of ice scrapers. After the facts have been identified, students can share the facts and use them in selling each other an ice scraper.

## References

LAP 35-548

Know Your Merchandise
Chapters 1, 25

Retail Merchandising
Chapter 11

Merchandising In Action
Chapters 1, 5

Retailing Principles and Practices
Part 41
7th Edition

Counterman's Handbook
Chapter 8

Petroleum Marketing
Chapter 13

Sales Management and Marketing Handbook
Chapter 4

## Cluster Instructional Objective:

ABILITY TO RELATE THE VALUE OF INTERPRETIVE MERCHANDISE INFORMATION IN ORDER TO BUILD CUSTOMER SATISFACTION

AP-16

Product and/or Service Technology 10

## What Does the Competent Marketing Employee Do?

564-Skill

Ability to translate merchandise label information into selling points.

OTHER CLUSTER COMPETENCIES

582-Attitude



## Suggested Learning Activities

Give students the following label information on a can of 10-30 oil.

Label information:
A specially blended multi-viscosity oil containing the finest approved additives and base oils. The oil is compounded to provide highly efficient engine performance for both low speed driving as well as the high engine temperatures encountered with extended highway usage. This oil provides for fast starting incold weather as well as increasing the life of the engine by aiding in the reduction of bearing wear and oxidation, and by assisting in the cooling, sealing, cleaning, and lubrication of the engine. Meets car mfgs. requirements and engine sequence tests applicable to API service classifications SE, SD, SC, SB, CC, CB. Meet military specifications.

From the above label information, have the students identify benefits and features for the customer.

Students should collect 10 labels on petroleum or automotive products. For each of the 10 labels, mount it on a separate sheet of paper and write answers to the following: What are the benefits? What are the features?

## References

LAP 39-564

Counterman's Handbook
Chapter VIII

Petroleum Marketing
Chapter 13

Sales Management and Marketing Handbook
Chapter IV

Selling Principles and Practices
Chapter 9

Retailing Principles and Practices
Chapter 22
7th Edition

## Cluster Instructional Objective:

ABILITY TO RELATE THE VALUE OF INTERPRETIVE MERCHANDISE INFORMATION IN ORDER TO BUILD CUSTOMER SATISFACTION

AP-17

Product and/or Service Technology 10

## What Does the Competent Marketing Employee Do?

582-Attitude

That a salesperson must have sufficient knowledge of the services offered or merchandise sold in order to answer a customer's questions satisfactorily.

Common to
General Retail Merchandising
Finance and Credit
Hardware—Building Materials
—Farm and Garden

OTHER CLUSTER COMPETENCIES

564-Skill



## Suggested Learning Activities

Students should role play the following situation:

Customer: Why do I have to change the oil filter? I think you're ripping me off always trying to get me to buy a new oil filter.
Student: (Answer given to customer)

Customer: I am sure mixed up. The last service station told me that I should change my oil every 6,000 miles and now you're telling me I have to change it every 4,000 miles. Why?
Student: (Answer given to customer)

When finished, the students should identify what knowledges a service station attendant should possess. When finished, the students should identify what knowledges an automotive parts supplier sales representative should possess.

## References

LAP 39-582

Counterman's Handbook
Chapters VIII, VII

Basic Salesmanship
Pages 55-60

Retail Selling
Chapter 20

Sales Management and Marketing Handbook
Chapter IV

Petroleum Marketing
Chapter 13

Product and/or Service Technology 10

## What Does the Competent Marketing Employee Do?

1302-Skill

In explaining to customers the service uses of SE, SD, SC, SB motor oils.

OTHER CLUSTER COMPETENCIES

1303-Skill
1304-Skill
1307-Skill
1308-Skill
1310-Skill



## Suggested Learning Activities

Structure the following activity: Tic-Tac-Toe -What-Do-You-Know.
Place students in groups and put a tic-tac-toe chart on the chalk board. Each group will have 30 seconds to respond. If the answer is correct they will get the square. The questions to be asked are:

A. What is SA. Under what types or conditions and for what gasoline engines do you use SA?
B. What is SB. Under what types or conditions and for what gasoline engines do you use SB?
C. What is SC. Under what type or conditions and for what gasoline engines do you use SC?
D. What is SE. Under what type or conditions and for what gasoline engines do you use SE?

Have the students answer the following questions
1. What motor oil service rating would you recommend for a 1978 Aspen?
2. What service rating would you recommend for a 1966 Cadillac?
3. Could the oil you recommend for the Aspen be used in the Cadillac?

## References

1302

Petroleum Marketing
Chapter 6

Selling Principles and Practices
Chapter 9

Retailing Principles and Practices
Chapter 22
7th Edition

10 Product and/or Service Technology

## What Does the Competent Marketing Employee Do?

1303-Skill

In explaining the characteristics and uses of automotive fluids including brake, power steering, and transmission fluids.

OTHER CLUSTER COMPETENCIES

1302-Skill
1304-Skill
1307-Skill
1308-Skill
1310-Skill

## Suggested Learning Activities

Students can form small groups to solve a case problem. The group should appoint one person to act as a recorder. The major points developed by the group should be submitted to you.

A contest is on to increase the sale of automotive fluids (brake, power steering and transmission fluids). The supervisor asks your group the things they will do to increase sales. List those ideas.

Have students compete against each other in identifying the largest number of uses and characteristics of:

1. Brake fluid
2. Power steering
3. Transmission fluid

When students complete lists, have them share lists with each other.

Let students arrange the following tasks in order of performance: Checking the oil; checking transmission fluid; filling the gas tank; checking the radiator; checking the air in tires; checking brake fluid; checking the battery; checking the power steering; washing the windows; checking the fluid in the window window cleaner.

## References

1303

Counterman's Handbook
Chapter 2

Service Station Operation and Management
Pages 31-36

Selling Principles and Practices
Chapter 9

Retailing Principles and Practices
Chapter 22
7th Edition

**Cluster Instructional Objective:** ABILITY TO EXPLAIN PRODUCT AND SERVICE INFORMATION TO CUSTOMERS

**Product and/or Service Technology 10**

## What Does the Competent Marketing Employee Do?

1304-Skill

In explaining the care requirements of batteries including cleaning terminals, installation and removal, and maintaining acid levels in each cell.

OTHER CLUSTER COMPETENCIES

1302-Skill
1303-Skill
1307-Skill
1308-Skill
1310-Skill



## Suggested Learning Activities

Students can prepare a speech for a civic organization on battery care and service. The students must cover the following topics in the speech:

1. Electorlyte level
2. Hydrometer
3. Low maintenance batteries
4. Maintenance free batteries
5. Belt that drives the alternator or generator
6. What to do about battery terminals and cable clamps coated with corrosion
7. How to clean and maintain cable clamps
8. How to remove grease and dirt from the battery
9. What to do with a cracked battery

When the speech is written, have them deliver it to the class and/or to other classes at school.

Divide the students into two groups. "Guess The Word By the Blanks Game" is structured as follows: _ _ _ _ _ _ _ _ _ _ (hydrometer)

With the above word have each group guess a letter for the word. If they guess the correct letter they can continue. Purpose of activity is to increase vocabulary.

## References

1304

Counterman's Handbook
Pages 16-17

Petroleum Marketing
Chapter 8

Serive Station Operation and Management
Pages 24-30

Selling Principles and Practices
Chapter 9

Retailing Principles and Practices
Chapter 22
7th Edition

Retail Selling
Chapter 22

## What Does the Competent Marketing Employee Do?

1305-Skill

In utilizing storage and precautionary measures when handling betteries.



## Suggested Learning Activities

Obtain some sulfuric acid from the chemistry lab. Have materials available to test with the sulfuric acid such as clothing, a painted surface, part of an automobile and a piece of steel. Next, have students put sulfuric acid on these materials. Ask them to describe in writing what happened to the materials when sulfuric acid was applied. Also ask the students to answer the following questions:

Which is the dangerous part of a battery---the liquid electrolyte or the solid plates? What danger can this part of the battery cause, and what can be done to counteract the danger?

Bring to class two batteries and a set of jumper cables. Have the students verbally and by written narrative apply jumper cables to batteries and explain the correct procedure to jump a car. Also include verbal and written narratives on the safety precautions.

Blindfold one of your students. Let the student walk about the classroom for ten minutes. Then when the ten minutes is over untie the blindfold and have the students write their experiences. Stress with students that a person can be blinded if cautionary measures are not taken when handling batteries.

## References

1305

Counterman's Handbook
Pages 16, 17

Petroleum Marketing
Chapter 8

Retailing Principles and Practices
Chapter 20
7th Edition

Fundamentals of Selling
Chapter 12, d

Retail Merchandising
Chapter 9, d

## Cluster Instructional Objective: ABILITY TO RECOMMEND THE PROPER PRODUCT OR SERVICE TO THE CUSTOMER

**Product and/or Service Technology 10**

### What Does the Competent Marketing Employee Do?

1306-Skill

In recommending batteries on the basis of a customer's budget and usage requirement.

OTHER CLUSTER COMPETENCIES

1309-Skill

### Suggested Learning Activities

Have students role play the sales attendant in the following situations:

Customer: I drive this car for personal use about 10,000 miles a year. I have an average income. What battery checks should I perform? What type of battery should I buy?

Sales Attendant: (answer)

Customer: I drove my car for business. Each year I drive 50,000 miles. My company pays my car expenses. What type of battery should I buy?

Sales Attendant: (answer)

Customer: I am on social security and have to drive my car to school each day. I drive around 8,000 miles a year. What type of battery should I buy?

Sales Attendant: (answer)

Have students respond to the following statements by moving their thumbs up if they believe in the statment and thumbs down if they disbeleive in the statement:

(continued)

### References

1306

Counterman's Handbook
Pages 16-17

Petroleum Marketing
Chapter 8

Service Station Operation and Management
Pages 24-31

Retailing Principles and Practices
Chapter 44
7th Edition

Retail Selling
Chapter 21

## What Does the Competent Marketing Employee Do?

1306-continued

## Suggested Learning Activities

A. Vehicles that are driven in warm climates require a more powerful battery than vehicles that are dirven in cold climates.

B. A more powerful battery is required for sto-and-go city driving than fro nonstop highway driving.

C. A customer who doesn't intend to sell or trade in his or her car should buy a battery with a longer warranty.

D. Customers who take care of their batteries should probably buy a maintenance-free battery.

Have students list advantages and disadvantages to the following types of battereis:

1. Low maintenance battery
2. Maintenance free battery

## References

10 Product and/or Service Technology

## What Does the Competent Marketing Employee Do?

1307-Skill

In explaining the relationship between the air filter, the air filtering process, and automobile performance.

OTHER CLUSTER COMPETENCIES

1302-Skill
1303-Skill
1304-Skill
1308-Skill
1310-Skill



## Suggested Learning Activities

Have students role play the following situation:

Customer: "But why do you always suggest that I put in a new oil filter? Are you sure I need a filter?"

Student: (Student responds.)

Customer: "What are some of the problems that I would have if I leave a dirty filter in the car?"

Student: (Student responds.)

Have students answer the following questions:
1. Suppose you have just light-tested a paper air-cleaner filter element. Under what conditions would you recommend a replacement?

2. Suppose you have just light-tested a paper air-cleaner filter element. Under what conditions would you simply clean it?

Have students collect used and new air filters made form metal, paper and polyurethance. First arrange oil filters on long tables and mark with letters. Next, have students identify types of air filters. After the students share their answers on the types of filters, have each students list the advantages and disadvantages to metal, paper, and polyurethane filters.

## References

1307

Counterman's Handbook
Pages 7, 12

Petroleum Marketing
Pages 92-94

Retailing Principles and Practices
Chapter 44
7th Edition

Retail Selling
Chapter 21

Retailing Principles and Practices
Chapter 25

## Cluster Instructional Objective: ABILITY TO EXPLAIN PRODUCT AND SERVICE INFORMATION TO CUSTOMERS

Product and/or Service Technology 10

### What Does the Competent Marketing Employee Do?

1308-Skill

In explaining the functions of gasoline filters including the removal of dirt, dust, and other foreign particles from the gasoline.

OTHER CLUSTER COMPETENCIES

1302-Skill
1303-Skill
1304-Skill
1307-Skill
1310-Skill



### Suggested Learning Activities

Structure the acitivity To Tell The Truth with the students. Four students will be the contestants. Only one of the students will be telling the truth. It will be the responsibility of those watching to tell who is telling the truth.

Student #1: I am telling the truth. "Tel" indicates the presence of lead and sometimes the grade of gsoline.

Student #2: Antioxidant controls the formation of gum.

Students #3: Detergent prevents the collection of dirt in the carburetor and fuel lines.

Student #4: Dye reduces knock by increasing the octane number.

(Student #3 is telling the truth.)

Structure the above activity to resemble the television show.

Have the students answer the following questions:

1. You are working at a service station and a customer asks you why different grades of

(continued)

### References

1308

Counterman's Handbook
Pages 7, 12

Petroleum Marketing
Chapter 5

Selling Principles and Practices
Chapter 9

Retailing Principles and Practices
Chapter 22
7th Edition

Retail Selling
Chapter 22

10 What Does the Competent Marketing Employee Do?

Product and/or Service Technology

1308-(continued)

## Suggested Learning Activities

gasoline have different colors. What is your answer?

2. A customer says, "With this no-lead gasoline my engine is "knocking". Do I have to worry about this?"

3. How would you answer this customer" "Your advertising refers to an antioxidant additive in your gaoline. What is an antioxidant, and why does your gas need it?"

4. A customer says, "I hear you have detergent in your gas. Do you use Tide?"

5. A customer says, "You say your gasoline has an antirust agent in it. Why? Does your gasoline rust?"

## References

Product and/or Service Technology 10

## What Does the Competent Marketing Employee Do?

1309-Skill

In recommending the replacement of gasoline filters.

OTHER CLUSTER COMPETENCIES

1306-Skill

## Suggested Learning Activities

Students can role play the following situation:

Customer: "What are you trying to do? Pad my bill? I see you have a charge for a gasoline filter. I've heard of oil filters but not gasoline filters. What's a gasoline filter?"

Service Attendant: (answer)

Customer: "How often should I replace the gasoline filter?"

Attendant: (answer)

Obtain tele-trainers or place two chairs back-to-back and have one student call an automotive wholesaler to order gasoline filters.

Obtain tele-trainers or place two chairs back-to-back and have one student receive a call from a customer asking the following questions:

Customer: "Why do I have to have a gasoline filter?"
Attendant: (answer)
Customer" "Can I put it on myself?"
Attendant: (answer)
Have students bring in new and used gasoline filters and oil filters. Mark each with a letter and have students identify products.

## References

1309

Counterman's Handbook
Page 12

Petroleum Marketing
Chapter 6

Retailing Principles and Practices
Chapter 44
7th Edition

Retail Selling
Chapter 21

## Cluster Instructional Objective: ABILITY TO EXPLAIN PRDOCUT AND SERVICE INFORMATION TO CUSTOMERS

Product and/or Service Technology 10

### What Does the Competent Marketing Employee Do?

1310-Skill

In explaining the chracteristics and uses of coolant additives such as antifreeze boosters and rust and corrosion inhibitors.

OTHER CLUSTER COMPETENCIES

1302-Skill
1303-Skill
1304-Skill
1307-Skill
1308-Skill



### Suggested Learning Activities

Suppose you are a service station attendant. A customer with a fairly new car asks you for metyl alcohol anti-freeze because it costs less than ethylene glycol. How would you convicne this customer that ethylene glycol is the anti-freeze to use?

Have students role play the following situation

Customer: "I notice that the sticker on my radiator says that I have permanent antifreeze. Does this mean that I will never have to change my antifreeze?"

Attendant: (answer)

Customer: "If I have to replace my antifreeze becuase it is not forever, what are the steps I have to do if I want to do it at home?"

Attendant: (answer)

Customer: "Why is antifreeze a rust and corrosion inhibitor?"

Attendant: (answer)

### References

1310

Peroleum Marketing
Pages 85-93

Selling Principles and Practices
Chapter 9

Retailing Principles and Practices
Chapter 22
7th Edition

Retail Selling
Chapter 22

Product and/or Service Technology 10

## What Does the Competent Marketing Employee Do?

1311-Skill

In analyzing conditions of fanbelts which contribute to wear or failure such as frayed edges or cracks and then recommend replacement.

## Suggested Learning Activities

Bring in discarded and new automotive belts that transmit power from the engine to the radiator fan, alternator or generator, water pump, power steering pump and air conditioning compressor. Set belts on a table and mark each with an alphabet letter: "A", "B". Then have students answer the following questions:

What type of belt is it?
What kind of condition is the belt in?
Should you recommend that this belt be replaced?
If the belt should be replaced, why?
What is the drive belt made of? (rubber, fabric or synthetic)
Identify one of the cracked belts.
Identify one of the worn belts.
Identify one of the belts that is soaked in oil.

The belt that powers the radiator fan does the most work and fails most often. Have the students explain why the failure of this belt to work usually means a road service call.

Have students share their answers to the following question:
How tight should automotive belts be?

## References

1311

Petroleum Marketing
Page 94

Retailing Principles and Practices
Chapter 44
7th Edition

Retail Selling
Chapter 21

## Cluster Instructional Objective: ABILITY TO IDENTIFY AND REPLACE SPARK PLUGS

AP-33

10 Product and/or Service Technology

### What Does the Competent Marketing Employee Do?

1312-Skill

In distinguishing between types of spark plugs - resistor and non-resistor plugs.

OTHER CLUSTER COMPETENCIES

1313-Skill



### Suggested Learning Activities

Give students the following parts of (1) resistor spark plugs and (2) non-resistor spark plugs:

1. Terminal Screw 2. Buttress top insulator
3. Super ceramic insulator
4. Iron glass seal
5. One-piece integral suppressor
6. "Cico" weld 7. Taper Seat
8. Gasket seal 9. Hot tip insulator
10. Isovolt electrodes

With the above list have students identify which parts are common to both resistor spark plugs and non-resistor spark plugs and those parts that are special to (1) resistor spark plugs and (2) non-resistor spark plugs. (Answer: Those parts that both resistor spark plugs and non-resistor spark plugs have are: 1,2,3,4,6,9,10. Spcecific to resistor spark plugs are 5,7: specific to non-resistor spark plugs is 8.)

Students can structure the game of password with the parts of resistor and non-resistor spark plugs.

Let studnets construct a poster that illustrates the differences between resistor and non-resistor spark plugs.

### References

1312

Counterman's Handbook
Page 13

Selling Principles and Practices
Chapter 9

Retailing Principles and Practices
Chapter 22
7th Edition

Retail Selling
Chapter 22

## Cluster Instructional Objective: ABILITY TO IDENDITY AND REPLACE SPARK PLUGS

AP-34

Product and/or Service Technology 10

### What Does the Competent Marketing Employee Do?

1313-Skill

In selecting replacement spark plugs utilizing available resources (spark plug guides, manufacturer's manuals)on the basis of thread size (14mm, 18mm) and heat range (hot,cold) required.

OTHER CLUSTER COMPETENCIES

1312-Skill



### Suggested Learning Activities

Give students the following conditions of spark plugs: (1) carbon fouling; (2) oil fouling; (3) deposit fouling A; (4) deposit fouling B; (5) deposit fouling C;(6) detonation; (7) preigntion; (8) heat shock failure; (9) insufficient installation torque; (10) proper gasket compression; (11) no gasket compression; (12) thread seizure; (13) manganese deposits; (14) improper cleaning.

From these spark plug conditions, have students determine possible cause and corrections that are needed.

Have students bring spark plug guides and manufacturer's manuals to class. From these manuals, have students select spark plugs for simulated situations.

Have one student instruct another student in how to use the spark plug guides.

### References

1313

Counterman's Handbook
Page 13

Selling Principles and Practices
Chapter 9

Retailing Principles and Practices
Chapter 22
7th Edition

Retail Selling
Chapter 22

Product and/or Service Technology 10

## What Does the Competent Marketing Employee Do?

1314-Skill

In keeping price schedules and sales policies current.

OTHER CLUSTER COMPETNEICES

1315-Skill



## Suggested Learning Activities

Have students collect from training stations or automotive/petroleum retail outlets:
A. Old and new price schedules
B. Old and new sales policies
Students should then share materials gathered and answer the following questions:

1. Are there any differences between the old and new materials? If yes, what are the differences?
2. What, if any, are the differences between the price and sales policies each students has gathered? List those differences.
3. If it was difficult to get these materials, why do you think it was so difficult?

Have students interview the following on the topic of policies:
1. The principal
2. A school teacher
3. Students
4. Cafeteria directors
5. Service station manager
6. Auto parts dealer
7. Auto dealer

Questions to be asked are:
1. Who makes the policies?
2. Where can you find policies?
3. When are policies made?
4. Why are policies made?
5. What are our policies?

## References

1314

Counterman's Handbook
Pages 29-31

Petroleum Marketing
Pages 121-125

Sales Management and Marketing Handbook
Chapter 4

Retailing Principles and Practices
Chapter 32
7th Edition

Retail Selling
Chapter 6

Retail Merchandising
Chapter 5

**Cluster Instructional Objective:** DEVELOP AN AWARENESS OF CURRENT COMPANY POLICIES AND WARRANTIES

Product and/or Service Technology 10

## What Does the Competent Marketing Employee Do?

1315-Skill

In retaining current warranty policy information.

OTHER CLUSTER COMPETENCIES

1314-Skill



## Suggested Learning Activities

Bring in a warranty on an automotive or petroleum product to class. Have the students read the warranty and then role play the following situation:

Angry customer: "But when I bought _____, you didn't tell me about the warranty. You just gave it to me."

Salesperson: (answer)

Angry customer: "Well tell me what this warranty says. It's too complicated for me. And I want to know now, because I want my money back!"

Have students collect from their family and training stations as many warranties as they can. Students could then make copies of warranties and then with the copies, construct a poster. Within the poster the following questions would be answered by the student circling the answer and then writing the question on the poster board.

How long is the warranty active?
Does the warranty provide for a replacement?
Will the warranty assume the cost of the materials and will labor be required to repair it?
Where should a customer go to present the warranty?

## References

1315

Sales Management and Marketing Handbook
Pages 15-16

Selling Principles and Practices
Chapter 23

Retail Selling
Chapter 30

Retailing Principles and Practices
Chapter 44
7th Edition

## Cluster Instructional Objective: COMPREHEND THE CONTRIBUTION OF CUSTOMERS TO SELLING

11

# What Does the Competent Marketing Employee Do?

921-Attitude

A belief that the job of selling contributes to the well-being of customers.

Common to
- Food Marketing
- General Retail Merchandising
- Hardware—Building Materials
- —Farm and Garden

# Suggested Learning Activities

Challenge automotive/petroleum students with the following statement and have them give you their reactions.

"Because customers know what they want when they come into the automotive store/department, there is really little selling. Therefore, your role as a clerk does little to contribute to the well-being of the customers."

DISCUSS.

Students can interview two customers at their training station or a local automotive/petroleum firm. The students should try to find out how the customers feel they benefit from the selling process at the store. So the interviews are structured, help the students develop an interview guide. The results of the interviews should be submitted to you.

# References

LAP 1-921

Retailing Principles and Practices
Parts 23, 44
7th Edition

Basic Selling
Chapter 1
2nd Edition

Basic Salesmanship
Chapter 1

Creative Selling
Chapter 1

Retail Selling
Chapters 1, 19
2nd Edition

Petroleum Marketing
Chapter 13

Your Future in the Automotive Industry
Chapters 3, 4

Selling

## Cluster Instructional Objective: ABILITY TO RELATE THE IMPORTANCE OF SELLING TO A STORE'S OPERATION

AP-2

11

# What Does the Competent Marketing Employee Do?

923-Attitude

A conviction that selling is important to the store and to the company.

Common to
- Food Marketing
- Wholesaling
- Hardware—Building Materials
  —Farm and Garden

Selling



# Suggested Learning Activities

Bring in several cans of COKE or some other popular soft drink. Pour three glasses and then ask the students who would pay 5¢ per glass. The response should be far greater than the supply. Then you would say, "Since demand is greater than supply, we will have to raise the selling price to 10¢." Keep going through this routine until the demand equals the supply. Then ask them if it would make a difference if it was COKE vs. PEPSI. Explain how selling the product is important to the store and to the community.

Let a small group of students prepare an oral report to the class highlighting the importance of the automotive and petroleum industry to the growth of the 20th century American economy. Special attention should be placed on marketing in the report, especially the role of selling.

# References

LAP 2-923

Retailing Principles and Practices
Chapters 60, 62
7th Edition

Selling Principles and Practices
Part 1

Sales, Management and Marketing Handbook
Chapter 4

Fundamentals of Selling
Chapter 1

Petroleum Marketing
Chapter 13

## Cluster Instructional Objective: ABILITY TO RELATE THE VALUE OF HAVING A POSITIVE ATTITUDE TOWARD SELLING

AP-3

11

# What Does the Competent Marketing Employee Do?

938-Attitude

A feeling of pride in being a salesperson.

Common to
- Food Marketing
- General Retail Merchandising
- Finance
- Hardware—Building Materials
- —Farm and Garden

# Suggested Learning Activities

Give the students a list of occupations. Include two sales related occupations, such as customers sales representative and contact salesperson. Ask the students to rank the list of occupations in order of importance. Tabulate their responses and ask why they rated the sales related occupations where they did. Then lead into a discussion on the importance of the final step in the marketing process: The selling of the product and/or service.

Have a panel of two or three top notch salespeople in the automotive/petroleum area speak to the students on the merits and benefits of being a professional salesperson. Have them talk about salary, benefits, and future potential.

Students can cite reasons why they like or dislike the salesperson's role. Then explore and discuss these likes and dislikes stressing that being a professional, competent salesperson can lead to many rewards, both social and monetary.

# References

LAP 3-938

Basic Salesmanship
Chapter 1

Creative Selling
Page 9

Retailing Principles and Practices
Parts 9, 23
7th Edition

Retail Selling
Chapters 1, 19

Petroleum Marketing
Chapter 13

Sales, Management and Marketing Handbook
Chapter 4

## Cluster Instructional Objective: COMPREHEND THE POSITIVE EFFECT OF KEEPING CUSTOMER PROMISES

AP-4

Selling

11

# What Does the Competent Marketing Employee Do?

943-Attitude

A belief that one should live up to promises made to customers.

Common to
- Finance
- Food Marketing
- General Retail Merchandising

# Suggested Learning Activities

Students should develop a situation where there is a short-range advantage by not living up to a promise made to a customer. Have the group appoint one student to act as discussion leader. Have the class or a small group discuss the long-range effects of the situation.

Students in the same career areas can break into small groups. Each group can identify examples of promises which were made to them by businesses but not kept. Have the students write down their reactions and what they did about it. Then as a class, have the group present their examples. Cite examples of your own. Then discuss what employees can do to prevent this from happening. This discussion can be related to the students' training station.

Students can write a short reaction paper on the following topic: "Employees who keep promises made to customers are an assest to the business."

# References

LAP 6-943

Retailing Principles and Practices
Parts 42, 44
7th Edition

Psychology and Human Relations in Marketing
Chapters 1, 2

Sales, Management and Marketing Handbook
Chapter 4

Fundamentals in Selling
Chapter 3, e

Petroleum Marketing
Chapter 13

**Cluster Instructional Objective:** ABILITY TO RELATE THE VALUE OF PROPERLY DETERMINING CUSTOMER NEEDS

AP-5

11

## What Does the Competent Marketing Employee Do?

919-Attitude

A feeling that the customer needs the service or product being offered.

Common to
Food Marketing
General Retail Merchandising

## Suggested Learning Activities

Students can design a poster that lists various buying motives. Next to each motive, the students should put a quotation that the customer might use in voicing that motive. The poster should be displayed in the classroom.

From a given list of products and/or services associated with the automotive/petroleum industry, students can brainstorm ways in which to create a feeling of desire by the customer for the product and/or service being offered.

Students will select three types of automotive/petroleum products and identify in writing three possible customer buying motives for each product. The student should determine whether the buying motives are emotional or rational in nature. The class can also develop a list of ideas and techniques that would be useful in creating positive customer feelings.

## References

LAP 7-919

Retail Selling
Chapters 19, 21, 30

Fundamentals of Selling
Chapter 4

Retail Merchandising
Chapters 1, 6, 11

Petroleum Marketing
Chapter 13

Retailing Principles and Practices
Part 43
7th Edition

Selling Principles and Practices
Chapter 8
3rd Edition

## Cluster Instructional Objective: COMPREHEND THE IMPORTANCE OF MEETING THE SALES QUOTA

AP-6

11

# What Does the Competent Marketing Employee Do?

945-Attitude

An awareness that each salesperson should attempt to meet their sales quota in order to meet established job performance.

Common to
General Retail Merchandising

# Suggested Learning Activities

Ask each student the definition of straight commission. Ask if they believe they should be rewarded by what they sell. Finanly, discuss the rationale of management in setting minimum quotas they believe their sales force should attain.

Discuss the following case problem:

"Brad and Jean are both working in the automotive department of a large department store. Both employees have about the same experience. Jean would rather be working in another department, but Brad enjoys this department because he has a strong interest in automobiles. Both employees receive a straight wage. Brad outsells Jean on items that require some form of sales demonstration by 4:1. Jean dislikes waiting on persons when they enter the department and tries to avoid the customers."

1. Is it fair that both employees earn the same wage?
2. Should management require higher output from Jean?
3. Would anything eventually happen to Brad's morale?

# References

LAP 8-945

Fundamentals of Selling
Pages 479-489

Retailing Principles and Practices
Part 61
7th Edition

Retail Merchandising
Page 172

Petroleum Marketing
Chapter 13

Counterman's Handbook
Chapter 8

## What Does the Competent Marketing Employee Do?

944-Attitude

A belief that one should take advantage of sales training opportunities.

Common to
Food Marketing
General Retail Merchandising



## Suggested Learning Activities

Ask each student to prepare a research project on careers and advancement where they work. Included in this project would be information covering the following points:

1. Where can I advance?
2. What are the promotional criteria for the next position/level?
3. When does additional education enter into the career ladder? Does education make it easier to get promoted?
4. How long does it take to get promoted?
5. What benefits are provided for those who get promoted?

Students can survey the surrounding area to determine if there are any additional sales training opportunities. These opportunities could be via adult education classes, two year post-secondary programs, etc. Have them report their findings to the class.

Discuss the following statement:

"In order to get ahead/promoted, an employee should always be looking for additional training, even though it might mean giving up one or two nights a week and some money out of their own pocket."

## References

LAP 9-944

Retailing Principles and Practices
Part 53
7th Edition

Marketing and Distribution
Page 532

Retail Merchandising
Page 617

Petroleum Marketing
Chapter 13

Sales, Management and Marketing Handbook
Chapter 4

## Cluster Instructional Objective: ABILITY TO RELATE THE VALUE OF CORRECTLY MAKING CHANGE

AP-8

11

## What Does the Competent Marketing Employee Do?

818-Knowledge of/or Understanding that

How to make change and count it back to the customers.

Common to
- Food Marketing
- General Retail Merchandising
- Finance

OTHER CLUSTER COMPETENCIES

896-Skill

## Suggested Learning Activities

Get several cash drawers and real or play money. Role play with the students with you serving as the customer making a purchase and the students serving in the role of the salesperson. Have several items that the students would need to add to determine the total amount. Then have the students accept the case tendered and correctly count back the change using the lowest number of coins and bills possible.

Develop a pencil and paper test on money handling techniques. Included in the test should be the correct ways to make change and counting it back to the customer. For example; what is the difference between counting change when you are using a cash register with an amount tendered key and one without that key? For example, if the customer pays you cash (such as a $20 bill) what would you do with the bill until the transaction is completed?

## References

LAP 10-818

Mathematics in Marketing
Chapters 2, 3

Retail Merchandising
Chapter 12

Basic Retailing and Distribution
Page 269

Retailing Principles and Practices
Part 28
7th Edition

Petroleum Marketing
Chapter 13

Selling: Helping Customers Buy
Chapter 5
3rd Edition

Selling

## Cluster Instructional Objective: ABILITY TO RELATE THE VALUE OF CORRECTLY MAKING CHANGE



11

Selling

## What Does the Competent Marketing Employee Do?

896-Skill

Ability to determine the correct change and count it back to a customer during a cash sale according to company procedures.

Common to
Food Marketing
General Retail Merchandising

OTHER CLUSTER COMPETENCIES

818-Knowledge of/or Understanding that



## Suggested Learning Activities

Have students pair up. Let one fill the role of the customer and one fill the role of the cashier. They can practice making and counting back change to the customer.

Develop a game where students would be in two groups. Orally give them change-making problems to do and the group that gets the correct answer wins a point. The answer would take two factors into consideration. One would be the correct amount and the second factor would be the lowest number of coins/bills needed. The first team to win 10 points would be the winner with some form of prize given.

Using play money or tokens, give students specific sales amounts and some money (token) to pay for the sale. Then have students practice change-making procedures.

## References

LAP 10-896

Retail Selling
Chapter 12

Basic Retailing and Distribution
Page 269

Retailing Principles and Practices
Part 28
7th Edition

Petroleum Marketing
Chapter 13

Automotive Service Business: Operation and Management
Part 5

## Cluster Instructional Objective: ABILITY TO RELATE GOOD PROCEDURES FOR DEALING WITH CASH REGISTER-- STOCK SHORTAGES AND OVERAGES

AP-10

11

Selling

## What Does the Competent Marketing Employee Do?

829-Knowledge of/or Understanding that

Stock shortages and overages are created by ringing an incorrect amount for a sale on the cash register or ringing the sale onto the wrong key.

Common to
Food Marketing
General Retail Merchandising



## Suggested Learning Activities

Given a lab with a cash register, the students can be provided with a variety of either products or boxes with price tickets on them. The price tickets should have a department identification code on them. Have the students practice ringing these items up on the register. If the students work in pairs, then one can check the items for accuracy in both amount and correct department, while the other student continues to practice.

Students can discuss with their training sponsor or with a local automotive and petroleum firm the most frequent reasons why stock shortages and overages occur. Then students should compile a list and record it on the chalkboard. After all students have put their lists on the chalkboard, comparisons can be made.

Have students brainstorm a list of ways in which stock shortages and overages are created.

## References

LAP 12-829

Retail Selling
Chapters 14, 15

Retailing Principles and Practices
Parts 21, 28
7th Edition

Selling—Helping Customers Buy
Chapter 15, 16
3rd Edition

Auto Parts Counter Worker
Section H

Automotive Service Business: Operation and Management
Part 5

## Cluster Instructional Objective: COMPREHEND THE EFFECT OF CORRECTLY WRITING SALES CHECKS

AP-11

Selling 11

## What Does the Competent Marketing Employee Do?

819-Knowledge of/or Understanding that

The procedures to use when writing out saleschecks.

Common to
General Retail Merchandising
Hardware—Building Materials
—Farm and Garden

OTHER CLUSTER COMPETENCIES

898-Skill



## Suggested Learning Activities

With permission, duplicate a saleschеck from a local automotive/petroleum firm. Distribute it to the students and go over the various parts of the saleschеck with them. You could have a transparency made of the sample saleschеck. When that has been completed, give the students sample problems to complete.

Tell the students that they are going to develop a policy dealing with proper use of saleschecks. Their responsiblity is to design a saleschеck that will be easy and fast to use. They can work on this in small groups or individually. The students should keep in mind the type of automotive/petroleum store/station where they work. Collectively, evaluate the saleschecks.

Purchase a variety of saleschecks from a supply house or get a variety of different types of saleschecks from your training stations. Prepare a transparency of the checks and then illustrate to the students the similarities and the differences and show why some saleschecks have unique features.

## References

LAP 13-819

Retail Selling
Part 135

Mathematics in Marketing
Chapter 8

Petroleum Marketing
Chapters 4, 13

Automotive Service Business: Operation and Managmeent
Part 5

Retailing Principles and Practices
Parts 28, 30
7th Edition

## Cluster Instructional Objective: ABILITY TO CORRECTLY FILL OUT SALES FORMS

AP-12

11

Selling

## What Does the Competent Marketing Employee Do?

898-Skill

In properly writing out saleschecks.

Common to
Hardware—Building Materials
—Farm and Garden

OTHER CLUSTER COMPETENCIES

819-Knowledge of/or Understanding that



## Suggested Learning Activities

Give the students ten problems where they will have to fill out saleschecks. Some can deal with credit sales, some with lay-away, and some with delivery. Use standard types of saleschecks or secure samples of the saleschecks where students work and use them.

Prepare completed sample saleschecks. Some of the saleschecks should be correctly completed and some incorrectly completed. Then ask the students to evaluate the saleschecks, find the errors, and then correct those errors.

## References

LAP 13-898

Retailing Principles and Practices
Chapter 28
7th Edition

Retail Selling
Chapter 11

Marketing Mathematics
Chapter 4

Petroleum Marketing
Chapter 13

Counterman's Handbook
Chapter 8

## Cluster Instructional Objective: COMPREHEND THE EFFECT OF CORRECTLY HANDLING CASH SALES





## What Does the Competent Marketing Employee Do?

813-Knowledge of/or Understanding that

The procedures involved in conducting a cash sale transaction.

Common to
- Food Marketing
- General Retail Merchandising
- Hardware—Building Materials —Farm and Garden

OTHER CLUSTER COMPETENCIES

890-Skill

## Suggested Learning Activities

Brainstorm with the students the following situation. You are going to open up an auto parts store. Because there will be both cash and credit transactions, you want to develop a system/procedure for handling the cash sale transactions since you will have a number of employees. There will only be one cash register in the store. What would the procedures be and how would they be controlled?

List the actions or steps in a cash sale transaction on the chalkboard. Then have at least three students either make a purchase or observe a cash sale in an automotive/petroleum firm. These students can report to the class the actions used. Watch for (and discuss with the class) similarities and differences.

## References

LAP 14-813

Retailing Principles and Practices
Part 28
7th Edition

Retail Selling
Page 135

Basic Retailing and Distribution
Unit 33

Mathematics in Marketing
Chapter 3

The Cashier

Petroleum Marketing
Chapters 4, 13

Mathematics in Marketing
Chapter 3
2nd Edition

## What Does the Competent Marketing Employee Do?

890-Skill

Ability to efficiently handle a cash sales transaction.

Common to
- Food Marketing
- General Retail Merchandising
- Hardware—Building Materials —Farm and Garden

OTHER CLUSTER COMPETENCIES

813-Knowledge of/or Understanding that



## Suggested Learning Activities

Let someone who has experience in dealing with quick change artists come in and speak to your class. The speaker can discuss not only how to watch out for quick change artists but procedures on how to handle a cash sales transaction so there will not be the opportunity for the customer to complain about being "short changed."

Role play a cash sale transaction. During this role playing situation, try to confuse the student with techniques used by quick change artists. When the role playing is completed, have the rest of the class discuss procedures to avoid being confused by quick change artist tactics.

Have a local representative from a cash register company demonstrate to your class ways to efficiently handle a cash sale transaction.

## References

LAP 14-890

Mathematics in Marketing
Chapters 1, 3

Retail Selling
Chapters 11, 14

Mathematics in Marketing
Chapters 1, 3
2nd Edition

Retailing Principles and Practices
Part 28
7th Edition

Petroleum Marketing
Chapter 13

Sales Management and Marketing Handbook
Chapter 4

## Cluster Instructional Objective: UNDERSTANDING THE IMPORTANCE OF CREDIT SALES TO SELLING

AP-15

11

Selling

## What Does the Competent Marketing Employee Do?

821-Knowledge of/or Understanding that

The importance of credit as a selling tool.

Common to
General Retail Merchandising
Hardware—Building Materials
—Farm and Garden

## Suggested Learning Activities

Have students discuss why credit is so important as a selling tool both at their place of employment and to our capitalistic system.

Ask the students if they have ever purchased anything on credit. Ask them why they purchased on credit and if they would buy on credit again. Discuss.

Have a credit manager from an automobile dealership speak on how the use of credit offers the consumer many luxuries they would not be available if credit was not offered. Also have them discuss the danger of offering too much credit.

Have students find out what it costs the business to provide credit to it's customers. They should also assemble a list of advantages and disadvantages of offering credit from the company's point of view.

## References

LAP 15-821

Retail Selling
Pages 357-360

Creative Selling
Chapter 3
2nd Edition

Retailing Principles and Practices
Parts 49, 50
7th Edition

Petroleum Marketing
Chapter 13

Dealership Business Management
Chapter 9

## Cluster Instructional Objective: ABILITY TO RELATE THE VALUE OF CORRECTLY HANDLING CHARAGE SALES

AP-16

11 Selling

## What Does the Competent Marketing Employee Do?

814-Knowledge of/or Understanding that

The procedures for conducting a charge sale transaction.

Common to
General Retail Merchandising
Hardware—Building Materials
—Farm and Garden

OTHER CLUSTER COMPETENCIES

815-Knowledge of/or Understanding that
889-Skill



## Suggested Learning Activities

Have the students list the procedures for conducting a charge sale transaction. Have them turn the list in to you for your approval.

Let the students develop a store policy accepting charge sale transactions. This would include step-by-step procedures ranging from asking the customer if he/she is going to charge the merchandise to the final step of the customer leaving the store.

Invite a bank employee who works in the charge card area to speak to the class on the necessity of following procedures in conducting a charge sale transaction. Have them explain the amount of money lost when procedures are not followed, the procedures followed when presented with a stolen card, etc.

## References

LAP 16-814

Retail Selling
Chapter 13

Customer Services
Chapters 2, 3

Retailing Principles and Practices
Part 28
7th Edition

Petroleum Marketing
Chapter 4

Counterman's Handbook
Chapter 8

## Cluster Instructional Objective: ABILITY TO RELATE THE VALUE OF CORRECTLY HANDLING CHARGE SALES

AP-17

11

Selling

## What Does the Competent Marketing Employee Do?

815-Knowledge of/or Understanding that

How to properly handle charge plates during a charge sale transaction.

Common to
General Retail Merchandising
Hardware—Building Materials
—Farm and Garden

OTHER CLUSTER COMPETENCIES

814-Knowledge of/or Understanding that
889-Skill



## Suggested Learning Activities

From a local bank, obtain several charge plates and forms. Make transparencies of the forms and go over the forms with the students. Upon completion, have the students fill one out and then give them several problems to work through individually. If time permits, and there are enough machines, have them run the form through the machine after preparing it.

Develop a learning activity where the students, on their own, can sit down in the lab and learn how to properly handle charge plates. The actitivity should also include running the plate through the machine.

Ask students who deal with charge plates what their store policies are in regard to handling charges. Compare the similarities and differences. Also ask them why such policies exist. Ask them how often they check to see that the signature on the card matches the one on the form.

## References

LAP 16-815

Retail Selling
Chapter 13

Customer Servcies
Chapters 2, 3

Fundamentals of Selling
Chapter 7, c

Retailing Principles and Practices
Part 28
7th Edition

Petroleum Marketing
Chapter 4

Counterman's Handbook
Chapter 8

## Cluster Instructional Objective: ABILITY TO RELATE THE VALUE OF CORRECTLY HANDLING CHARGE SALES





# What Does the Competent Marketing Employee Do?

889-Skill

Ability to efficiently handle charge sale transactions.

Common to
General Retail Merchandising
Hardware—Building Materials
—Farm and Garden

OTHER CLUSTER COMPETENCIES

814-Knowledge of/or Understanding that
815-Knowledge of/or Understanding that



# Suggested Learning Activities

Borrow a charge plate imprinting machine plus sample tickets from a local bank. Then have the students demonstrate that they can correctly use the machine in a variety of transactions involving charge/credit sales transactions.

Give each student several sample charge tickets for a national credit card. On an overhead, demonstrate to them how the tickets are to be filled out and what information should be included. Discuss the various parts of the ticket. Upon completion of the demonstration, give the students sample problems to work on and/or give them tickets already filled out to determine if they were done correctly.

Ask the students to interview an auto parts or auto center manager in reference to what their store policy is dealing with charge sales transactions. Then have the students ask why they have such policies. Students can report their findings back to the rest of the class.

# References

LAP 16-889

Retail Merchandising
Chapter 12

Retail Selling
Chapter 13

Retailing Principles and Practices
Part 28
7th Edition

Petroleum Marketing
Chapter 13

Automotive Service Business Operations and Management
Part 5

## Cluster Instructional Objective: ABILITY TO SPOT AND REFIL LOW STOCK ITEMS





# 11 What Does the Competent Marketing Employee Do?

947-Attitude

That the buyer or department manager must be promptly informed of items not in stock for which customers ask.

Common to
Food Marketing
Hardware—Building Materials
—Farm and Garden



# Suggested Learning Activities

Students can interview their training supervisor or a local automotive and petroleum manager and ask the following questions:

"How do you find out about customer requests? How are the requests transmitted to you and what do you do next? Do you have any type of follow-up?"

Have the students relate any personal experiences they have had such as where a customer comes into the department and purchases a product or service. The customer then informs you that a service is provided that you did not know about. When you argue the point, the customer immediately wants to see your supervisor. The supervisor then agrees with the customer and you look like a fool even though you were never informed of the change in policy. How did that make you feel and what would you do to prevent this from happening again? What can your superior do?

Students can share ideas in small groups about methods of informing management about items not in stock for which customers ask.

# References

LAP 26-947

Retail Merchandising
Chapter 6, a

Retailing Principles and Practices
Part 38
7th Edition

Petroleum Marketing
Chapter 13

Auto Parts Counter Worker
Section E

## Cluster Instructional Objective: COMPREHEND THE EFFECT OF SUGGESTING MERCHANDSIE FROM PROMOTIONS AP-20

11

# What Does the Competent Marketing Employee Do?

826-Knowledge of/or Understanding that

Department and merchandise locations within the store.

Common to
- Transportation and Warehousing
- Food Marketing
- General Retail Merchandising
- Hardware—Building Materials —Farm and Garden



# Suggested Learning Activities

Select ten items from the student's training station. By selecting the items, you will know their location within the store. Give the list to the student and have the student identify the department and location of those products within the store.

Discuss the following topic: "Why is it important for salespersons to know where the merchandise is located within the store?" Approach this from two standpoints. The first approach is the ease in which the product can be located. The second approach is the importance of the salesperson knowing where the merchandise is in order to make the sale and create the air of knowing what he/she is doing.

# References

LAP 28-826

Basic Selling
Chapter 4
2nd Edition

Basic Salesmanship
Chapter 4

Creative Selling
Chapter 3
First Edition

Fundamentals of Selling
Chapters 3, 6

Creative Selling
Chapter 3
2nd Edition

Retailing Principles and Practices
Part 70
7th Edition

Petroleum Marketing
Chapter 13

## Cluster Instructional Objective: ABILITY TO RELATE THE USE OF MERCHANDISE DISPLAYS IN CREATING INTEREST

AP-21

11

# What Does the Competent Marketing Employee Do?

805-Knowledge of/or Understanding that

The ways to show or display merchandise to create interest and desire in customers.

Common to
Food Marketing
General Retail Merchandising

# Suggested Learning Activities

At the training station, the student, with input from the training supervisor, can build a display of auto-petroleum merchandise in such a way as to create interest and desire in customers. Let the training supervisor evaluate the display.

Give the students several automotive or petroleum products. The students can draw a rough thumb nail sketch of how they would display the products to create interest and desire in the products by the customers.

Give the students one auto/petroleum product that could be displayed in a variety of ways. Then have them create a display for the following types of displays: Zig-zag, stairstep, and display in theme. This could be either a thumb nail sketch or an actual in-class display or could be done on-the-job.

# References

LAP 29-805

Basic Salesmanship
Chapter 6

Retail Selling
Chapter 22

Retail Merchandising
Chapter 11

Basic Selling
Chapter 6
2nd Edition

Retailing Principles and Practices
Part 48
7th Edition

Petroleum Marketing
Chapter 13

Counterman's Handbook
Chapter 5

Selling

## Cluster Instructional Objective: THE ABILITY TO RELATE THE DIFFERENT APPROACHES USED IN OPENING A SALE

AP-22

11

# What Does the Competent Marketing Employee Do?

812-Knowledge of/or Understanding that

The customer approaches such as greeting, merchandise and service which may be used when opening a sale.

Common to
Hardware—Building Materials
—Farm and Garden

OTHER CLUSTER COMPETENCIES

942-Attitude

# Suggested Learning Activities

Have the students select five items from their training station or a local automotive/petroleum firm. For each item, have students write three openings. These openings should deal with both product features and service benefits. Their openings should also include seasonal merchandise.

Have students evaluate a variety of openings for effectiveness. Have them discuss ways in which to improve the openings. Examples could include the following:

"May I help You?"
"Lookin' for tires part'nr?"
"May I be of some assistance to you?"
"What can I sell you today?"

Break the students into small groups. For each group, prepare three columns on a sheet of paper or transparency. Column one will be used for the merchandise approach, column two for the service approach, and column three for other types of approaches. Give each group a list of merchandise and have them develop openings from them. When completed, ideas and information should be shared.

# References

LAP 30-812

Fundamentals of Selling
Chapter 9

Creative Selling
Chapter 4

Basic Selling
Chapter 5

Petroleum Marketing
Chapter 13

Merchandising Parts and Service
Chapter 8

Selling

## Cluster Instructional Objective:

ABILITY TO RELATE THE VALUE OF THE USES OF A VARIETY OF SELLING APPROACHES

AP-23

11

Selling

## What Does the Competent Marketing Employee Do?

942-Attitude

That customers should be approached promptly and not be kept waiting.

Common to
General Retail Merchandising
Hardware—Building Materials
—Farm and Garden

OTHER CLUSTER COMPETENCIES

812-Knowledge of/or Understanding that

## Suggested Learning Activities

Ask the students to relate any experiences they have had as a consumer when they walked into a store or department and the salesperson avoided them or looked the other way. Ask them how it made them feel. Ask what steps should be taken to prevent that from happening if they were the salesperson.

Discuss the following case:

A student in her early 20's brought a car in to be repaired at a local car dealership. While waiting, she thought she would look at the new cars because she was considering one in the near future. She was dressed in cut-offs, a T-shirt and tennis shoes. When she enetered the showroom, three salespersons were in the lounge drinking coffee and visiting among themselves. The student walked around the sales floor in sight of the salespeople but none made a move to assist her. After 5 minutes of wandering around, the student went back to wait until her car was reparied.

Ask the students what they would have done in the student's position. The salesperson? Why?

## References

LAP 30-942

Fundamentals of Selling
Chapter 9

Retail Merchandising
Chapter 11

Retail Selling
Chapter 20

Retailing Principles and Practices
Part 23
7th Edition

Petroleum Marketing
Chapter 13

Counterman's Handbook
Chapter 8

## Cluster Instructional Objective:

ABILITY TO RELATE GOOD SELLING TECHNIQUES IN APPROACHING THE CUSTOMER

AP-24

11 What Does the Competent Marketing Employee Do?

866-Skill

In determining when to approach a customer to open a sale.

Common to
General Retail Merchandising

Selling



## Suggested Learning Activities

Write up various situations where the students would have to identify if the situation warrants a sales approach vs. just filling an order. If the students identify the approach, then have them develop an opening statement that would relate to the customer's problem. EXAMPLE: The salesperson notices a potential customer driving up to the auto parts shop with a car that sounds like the exhaust system is rusted out. The customer enters the auto parts store and wants a new muffler. Would this situation warrant a sales approach? How would you open your statement/approach?

Either role play this situation or have a case problem dealing with it: A customer enters the store and when questioned about what he/she needs states "Oh, just looking around." The customer is looking at a display of side running boards and some literature on their use. How would you approach the customer with an opening even though the customer has already been approached?

## References

LAP 31-866

Basic Salesmanship
Chapter 5

Basic Selling
Chapter 5
2nd Edition

Fundamentals of Selling
Chapter 9

Retailing Principles and Practices
Part 24
7th Edition

Petroleum Marketing
Chapter 13

Selling: Helping the Customer Buy
Chapter 10

## Cluster Instructional Objective: ABILITY TO RELATE PRODUCT KNOWLEDGE TO BUYER BENEFITS

AP-25

11

Selling

## What Does the Competent Marketing Employee Do?

822-Knowledge of/or Understanding that

How to translate product/service knowledge into customer benefits.

Common to
- Food Marketing
- General Retail Merchandising
- Hardware—Building Materials —Farm and Garden

OTHER CLUSTER COMPETENCIES

827-Knowledge of/or Understanding that
931-Attitude



## Suggested Learning Activities

Have students interview a salesperson about ways in which that salesperson translates service knowledge into customer benefits. Have the students orally (or in a written report) relate to you their experiences.

Obtain several service policies from auto centers/auto parts stores. Have the students read each policy and determine, after reading, how knowing the service policy can be translated into customer benefits.

Have students develop three service policies that they would use if they were the owner/manager of an auto parts/auto center store. Then have the students either check with you or with a service manager in an auto parts/auto center store about the feasibility of their policies.

## References

LAP 35-808

Basic Salesmanship
Chapter 5

Basic Selling
Chapter 5
2nd Edition

Retailing Principles and Practices
Part 22
7th Edition

Petroleum Marketing
Chapter 13

Selling: Helping Customers Buy
Chapters 8, 9, 10

## Cluster Instructional Objective: ABILITY TO RELATE PRODUCT KNOWLEDGE TO BUYER BENEFITS

AP-26

11

Selling

## What Does the Competent Marketing Employee Do?

827-Knowledge of/or Understanding that

The selling features of products and/or services.

Common to
- Food Marketing
- General Retail Merchandising
- Hardware—Building Materials —Farm and Garden

OTHER CLUSTER COMPETENCIES

822-Knowledge of/or Understanding that

931-Attitude



## Suggested Learning Activities

Let a student with little or no background in petroleum services try to explain features of three petroleum/automotive products. Ask the class for a reaction as to why the student did not appear to know much about the product. Then have the class compile a list of product features for each of the three products that could be used in selling the product.

Place students in teams of three. Give each team an identical product in automotive/petroleum. Have each team come up with five features of the product that could be used in selling the product.

Do activity two on an individual basis.

## References

LAP 34-827

Display and Promotion
Chapter 1

Retail Merchandising
Chapters 13a, c and 7d

Fundamentals of Selling
Chapter 6

Retail Selling
Chapter 17

Display and Promotion
Chapter 1
2nd Edition

Retailing Principles and Practices
Parts 22, 42, 43
7th Edition

Petroleum Marketing
Chapter 13

## Cluster Instructional Objective: ABILITY TO RELATE PRODUCT KNOWLEDGE TO BUYER BENEFITS





# What Does the Competent Marketing Employee Do?

931-Attitude

That basic product information is necessary to demonstrate good selling practices.

Common to
- Food Marketing
- General Retail Merchandising
- Hardware—Building Materials —Farm and Garden

OTHER CLUSTER COMPETENCIES

822-Knowledge of/or Understanding that
827-Knowledge of/or Understanding that



# Suggested Learning Activities

Obtain five automotive items such as a PCV valve, double oil filters, etc. Ask each student to write as much product information as possbile about the items. After that has been completed, let the student utilize that product information in ways in which the salesperson can use that information in making a sale. For example, if the customer objected to the price of a double oil filter vs. a cheaper one stage oil filter, what could the salesperson do to overcome that objection by the use of product information.

List on a sheet of paper the typical objections that a customer might voice when purchasing new tires (e.g., price, warranty, radial vs. belted bias, etc.). Then the students can write by each statement how product knowledge could help them overcome the customer's objection.

Have three products that are identical in function (such as oil or air filters). Have the student read each of the packages that the products come in. After the student has had the opportunity to do so, have them verbally identify the benefits of using each product even though the price will be different for each product.

# References

LAP 34-931

Retail Merchandising
Chapter 11

Retail Selling
Chapter 17

Fundamentals of Selling
Chapter 4

Basic Salesmanship
Chapter 4

Retailing Principles and Practices
Part 42
7th Edition

Petroleum Marketing
Chapter 13

Automotive Service Business Operation and Management
Part 5

## Cluster Instructional Objective: ABILITY TO RELATE THE VALUE OF PROVIDING PRODUCT INFORMATION

AP-28

11

## What Does the Competent Marketing Employee Do?

808-Knowledge of/or Understanding that

How to provide information about merchandise which will create desire and interest in customers.

Common to
Food Marketing
General Retail Merchandising

OTHER CLUSTER COMPETENCIES

922-Attitude
925-Attitude

## Suggested Learning Activities

Prepare a list of product information/features on a variety of petroleum/auto products. Have the students write what their statement would be showing how they would use product information in order to create desire or interest in the product by the customer.

In a role playing situation before the class, have several students volunteer to play the role of the customer. You will play the role of the salesperson. Set the scene as an auto parts/auto center store and have the student (customer) enter. Then demonstrate to the class how you can use product information to create desire or interest in the product.

## References

LAP 35-808

Basic Salesmanship
Chapter 5

Basic Selling
Chapter 5
2nd Edition

Retailing Principles and Practices
Part 22
7th Edition

Petroleum Marketing
Chapter 13

Selling: Helping Customers Buy
Chapters 8-10

Selling

## What Does the Competent Marketing Employee Do?

922-Attitude

A strong interest in the merchandise or service being sold.

Common to
- Food Marketing
- General Retail Merchandising
- Finance and Credit
- Transportation & Warehousing
- Hardware—Building Materials —Farm and Garden

OTHER CLUSTER COMPETENCIES

808-Knowledge of/or Understanding that
925-Attitude



## Suggested Learning Activities

Role play with a student acting as a salesperson. Select a student without a background or interest in the product that they are to sell. For example, have a student sell tools or a similar item. Make the role playing short, but long enough to demonstrate how important it is to know and have an interest in the merchandise being sold. Discuss as a class and determine ways in which interest can be acquired in the merchandise and/or service.

Discuss the following case problem utilizing the five step method:

"A salesperson was recently transferred from the automotive to the shoe department in a large department store. The salesperson was one of the top three salespeople in the automotive department but due to a decline in business, the salesperson was transferred to the shoe department. After several weeks, the store manager began to get complaints about the job performance of the salesperson. Among the complaints were the following: "avoided waiting on customers when they entered the department"; and "seemed to just mechanically go through the motions of selling shoes."

## References

LAP 35-922

Basic Salesmanship
Chapter 5

Basic Selling
Chapter 5
2nd Edition

Retailing Principles and Practices
Part 22
7th Edition

Petroleum Marketing
Chapter 13

Sales, Management and Marketing Handbook
Chapter 4

## Cluster Instructional Objective: ABILITY TO RELATE THE VALUE OF PROVIDING RELEVANT PRODUCT INFORMATION

AP-30

11

# What Does the Competent Marketing Employee Do?

925-Attitude

A feeling that genuine enthusiasm for merchandise during a sale will help create desire or interest in the customer.

Common to
- Food Marketing
- General Retail Merchandising
- Hardware—Building Materials
  —Farm and Garden

OTHER CLUSTER COMPETENCIES

922-Attitude
808-Knowledge of/or Understanding that

Selling



# Suggested Learning Activities

Students can identify an activity, either job related or non-job related, that they enjoy. This could be a hobby or an extra curricular activity such as working on a car, etc. Let them explain what they like about it and why it is interesting to them. Then lead the discussion on how important this enthusiastic feeling is when performing sales related activities on the job.

Select a speaker who is motivational. Have that speaker demonstrate to the students why enthusiasm for the merchandise is so vital in creating desire or interest in the customer. Sources of speakers could include the local training sponsors or speakers bureau.

# References

LAP 35-925

Basic Salesmanship
Chapter 5

Basic Selling
Chapter 5
2nd Edition

Retailing Principles and Practices
Part 41
7th Edition

Petroleum Marketing
Chapter 13

Sales, Management and Marketing Handbook
Chapter 4

## Cluster Instructional Objective:

ABILITY TO RELATE TIME NEEDED TO SELL CUSTOMERS TO EFFECTIVE SELLING TECHNIQUE

AP-31

11

# What Does the Competent Marketing Employee Do?

934-Attitude

That the amount of time needed to help one customer make a decision in purchasing an identical article may be double or triple that of another.

Common to
General Retail Merchandising
Hardware—Building Materials
—Farm and Garden

# Suggested Learning Activities

For a one day period, students will keep a time log of customers purchasing one article sold by the student at a training station. If students can get other employees to participate, the data would be more useful. All students should bring their results to class and compare the results with other class members. You should discuss with the students the reasons for variances.

Give the students a list of automotive/petroleum products that vary in price. The prices should range from inexpensive to expensive. Then have students check off each item where they had to spend a great deal of time either convincing the customer to purchase the product, or explaining the benefits of the product to the customer. Compare lists and discuss how each customer is unique when it comes to the amount of time needed to help a customer make a buying decision.

Have a prepared list of articles such as tires, batteries, air filters and other automotive items. Select products that students have sold at their job. Ask them if the amount of time spent with each customer was the same. Compile the answers. Discuss the results.

# References

LAP 36-934

Retail Merchandising
Chapter 6, a
Chapter 11

Fundamentals of Selling
Chapter 4

Retail Selling
Chapter 4

Retailing Principles and Practices
Part 44
7th Edition

Petroleum Marketing
Chapter 13

Auto Parts Counter Worker
Section D

Selling

## Cluster Instructional Objective: COMPREHEND THE BAD EFFECTS OF UNDER AND OVER SELLING



11

## What Does the Competent Marketing Employee Do?

844-Knowledge of/or Understanding that

The effects of underselling are often as harmful as overselling.

## Suggested Learning Activities

Ask students to write out a definition of what underselling and overselling is. Then ask them to explain which they believe to be more harmful to the customer and to the store. Ask them to identify ways in which an effective automotive/petroleum salesperson could avoid either underselling and/or overselling.

Lead a discussion on ways in which an effective salesperson can identify ways in which to avoid both overselling and underselling.

Role play a situation where overselling causes a severe problem for the store and salesperson.

## References

LAP 37-844

Retail Selling
Chapter 25

Fundamentals of Selling
Chapter 10, e

Retailing Principles and Practices
Parts 23, 24
7th Edition

Petroleum Marketing
Chapter 13

Counterman's Handbook
Chapter 8

## Cluster Instructional Objective: DETERMINE THE CUSTOMER'S WANTS, NEEDS, AND BUYING MOTIVES



11

## What Does the Competent Marketing Employee Do?

883-Skill

Ability to determine the buying motives of customers and then appeal to them.

## Suggested Learning Activities

Give students several statements dealing with buying motives that a customer might use. Ask them how they would appeal to those particular buying motives.

Have the student role play where he/she is the salesperson. Present situations where they would have to determine the buying motives and appeal to those motives.

Have students interview their training supervisor on techniques of how to determine the buying motives of customers. Then have the student develop a sales presentation that would include some of these buying motives and techniques.

## References

LAP 38-883

Retailing Principles and Practices
Part 23
7th Edition

Selling Principles and Practices
Chapter 8
5th Edition

Retail Selling
Chapter 19
2nd Edition

Petroleum Marketing
Chapter 13

Merchandising Parts and Service
Chapter 8

## Cluster Instructional Objective: COMPREHEND THE EFFECT OF PROVIDING INFORMATION TO GOOD SELLING TECHNIQUES

AP-34

Selling

11

# What Does the Competent Marketing Employee Do?

867-Skill

In showing a genuine interest in the customer's problem.

Common to
- Food Marketing
- General Retail Merchandising
- Transportation and Warehousing
- Hardware—Building Materials
  —Farm and Garden

OTHER CLUSTER COMPETENCIES

920-Attitude



# Suggested Learning Activities

Highlight points from the book How to Win Friends and Influence People by Dale Carnegie. Have students focus on the art of listening and understanding other people. Then ask the students to relate how an effective automotive/petroleum salesperson can show a genuine interest in the customer's problem.

Each automotive/petroleum student can identify one problem they experienced dealing with a customer. For each of those problems, have the student also identify what, if anything, was done to resolve the problem. Then have the class solve the problem without knowing the ending. Once the cases have been discussed, let the student who presented the case explain what really happened.

# References

LAP 39-867

Retailing Principles and Practices
Part 44
7th Edition

Retail Selling
Chapter 23

Petroleum Marketing
Chapter 13

Counterman's Handbook
Chapter 7

Fundamentals of Selling
Chapter 10, b

## Cluster Instructional Objective:

COMPREHEND THE EFFECT OF PROVIDING INFORMATION TO GOOD SELLING TECHNIQUES

AP-35

## What Does the Competent Marketing Employee Do?

920-Attitude

A feeling of sincere interest in customers and their problems.

Common to
- Food Marketing
- General Retail Merchandising
- Transportation and Warehousing
- Finance and Credit
- Hardware—Building Materials —Farm and Garden

OTHER CLUSTER COMPETENCIES

867-Skill



## Suggested Learning Activities

Ask the students how they respond to someone who shows an interest in them as a person. Show how having a sincere interest in the customer's problem will help them become successful on the job.

Ask a school counselor or school psychologist to speak to your class. Have them demonstrate how important it is to show a sincere interest in other people's problems. They can relate how important it is to have a sincere interest in a customer's problem.

Discuss a "real life" case problem. You can start off by saying, "I know a friend of mine who has this problem." Develop the case where the problem will be a case of not showing a sincere interest in another person.

## References

LAP 39-920

Retail Merchandising
Chapter 11

Retail Selling
Chapter 20

Retailing Principles and Practices
Part 44
7th Edition

Petroleum Marketing
Chapter 13

Counterman's Handbook
Chapter 8

## Cluster Instructional Objective:

ABILITY TO RELATE THE IMPORTANCE OF ASSISTING THE BUYER IN MAKING A BUYING DECISION

AP-36

11

Selling

## What Does the Competent Marketing Employee Do?

868-Skill

In determining where customers are in their thinking and proceeding to assist them through the remaining decisions in the buying process.

Common to
General Retail Merchandising

OTHER CLUSTER COMPETENCIES

872-Skill



## Suggested Learning Activities

Review with the students the 4-5 steps in the selling process. Make sure they understand each component and how the steps blend together during an actual sales presentation. Once this has been accomplished, play the record from the McGraw-Hill OMPM Manual, Basic Selling. Have the students identify the various steps but mainly focus in on what they believed the customer was doing during each step of the presentation.

List the steps in the sales presentation. For each of the steps, have students illustrate how they would be able to determine when the customer is at that particular step of the sales presentation. In addition, the students should also illustrate how they would move along to the next step of the sales presentation.

## References

LAP 41-868

Basic Selling
Chapter 3
2nd Edition

Basic Salesmanship
Chapter 3

Retail Selling
Chapter 19, 21

Fundamentals of Selling
Chapter 4

Retailing Principles and Practices
Parts 43, 45
7th Edition

Petroleum Marketing
Chapter 13

Auto Parts Counter Worker
Section D

## Cluster Instructional Objective:

ABILITY TO RELATE THE IMPORTANCE OF ASSISTING THE BUYER IN MAKING A BUYING DECISION

AP-37

Selling

11

## What Does the Competent Marketing Employee Do?

872-Skill

In listening for indications regarding the prices a customer wants to pay during a sale.

Common to
General Retail Merchandising
Hardware—Building Materials
—Farm and Garden

OTHER CLUSTER COMPETENCIES

868-Skill



## Suggested Learning Activities

Develop a list of "buying signals" that would be appropriate for the automotive/petroleum sales trainee. These signals should cover a variety of common types of related products. Then have the students either orally or in written form identify if the statement is in fact a buying signal. If it is, how would they work a trial close statement into their sales presentation. You should also include some non-buying signals as part of the list.

Videotape a sales demonstration in a petroleum/automotive store. As part of the role playing situation, concentrate on illustrating buying signals. Have the students identify potential buying signals and then evaluate whether the salesperson in the videotape handled the signal correctly or not.

Record an audio or slide/tape presentation that would accomplish the same as the activity illustrated above.

## References

LAP 41-872

Basic Selling
Chapter 7
2nd Edition

Basic Salesmanship
Chapter 7

Communications in Marketing
Chapter 2
2nd Edition

Retailing Principles and Practices
Part 41
7th Edition

Petroleum Marketing
Chapter 13

Auto Parts Counter Worker
Section D

## Cluster Instructional Objective:

ABILITY TO RELATE THE VALUE OF TREATING EACH CUSTOMER AS AN INDIVIDUAL

AP-38

11

Selling

## What Does the Competent Marketing Employee Do?

810-Knowledge of/or Understanding that

How to handle individual differences in customers.

Common to
- General Retail Merchandising
- Food Marketing
- Finance and Credit
- Hardware—Building Materials —Farm and Garden

OTHER CLUSTER COMPETENCIES

897-Skill
918-Attitude



## Suggested Learning Activities

Select three students to list the three most important features that they look for in an automotive/petroleum related article related to an item or service they are thinking about purchasing. Have them write these three features down on a piece of paper. Then list these features on the board for the class. Ask the remainder of the class to think of ways in which these features can (a) be identified by the salesperson as being important to the customer and (b) what type of sales presentation would be appropriate for those features.

As a group, develop a variety of sales objectives that different customers might have in deciding whether or not to purchase a product. These objections should be both rational and emotional. Then have students collectively decide how to handle individual differences that have been illustrated.

Let students interview a salesperson(s) in the automotive/petroleum industry. The students should ask them how they handle individual differences in customers. Students can report their findings to the class. Discuss.

## References

LAP 43-810

Retail Merchandising
Chapter 11

Retail Selling
Chapter 20

Retailing Principles and Practices
Part 44
7th Edition

Petroleum Marketing
Chapter 13

Sales Management and Marketing Handbook
Chapter 4

## Cluster Instructional Objective: ABILITY TO RELATE THE VALUE OF TREATING EACH CUSTOMER AS AN INDIVIDUAL





## What Does the Competent Marketing Employee Do?

897-Skill

Ability to tactfully handle difficult customers.

Common to
- Food Marketing
- General Retail Merchandising
- Transportation and Warehousing
- Finance and Credit

OTHER CLUSTER COMPETENCIES

810-Knowledge of/or Understanding that

918-Attitude



## Suggested Learning Activities

Assume the role of a customer. Tell the students that you will present a situation to them and they will, in turn, tell you how they would tactfully handle the difficult customer. You could have situations similiar to the following:

1. The product does not work as advertised.
2. The customer claims being short changed.
3. The customer objects to the high prices.

Videotape a sales presentation/case that illustrates a difficult customer. Play the tape to the students and then ask them the following questions:

1. What is the problem with the customer?
2. If you were the salesperson in the tape, how would you have handled the situation?
3. What suggestions could you offer to prevent this type of situation from happening again?

Demonstrate by lecture a variety of ways to handle difficult customers. For example, if a customer complains about high prices of the product(s), utilize either the quality or service features of the product to overcome the difficulty.

## References

LAP 43-897

Retailing Principles and Practices
Parts 13, 14, 44
7th Edition

Retail Selling
Chapter 20
2nd Edition

Retail Merchandising
Chapter 11

Petroleum Marketing
Chapter 13

## Cluster Instructional Objective: ABILITY TO RELATE THE VALUE OF TREATING EACH CUSTOMER AS AN INDIVIDUAL

AP-40

Selling

11

# What Does the Competent Marketing Employee Do?

918-Attitude

A feeling that each customer is an "individual."

Common to
- Food Marketing
- General Retail Merchandising
- Finance and Credit
- Transportation and Warehousing

OTHER CLUSTER COMPETENCIES

810-Knowledge of/or Understanding that
897-Skill



# Suggested Learning Activities

Students can list the most unforgettable customer(s) they have ever waited on. This could be either good or poor customer(s). Ask the students to itemize three or four traits that made the particular customer unique. Students can exchange experiences and lead into a discussion on how each customer was an individual.

Prepare an in-basket technique with a variety of situations describing different types of customers. These should range from the very pleasant to the not-so-pleasant. Each student can describe how they would handle each customer.

Review the following types of customers:

1. Impulsive
2. Deliberate
3. Undecided
4. Decided
5. Very talkative
6. Silent
7. Know-it-all

Let students give examples of these types of customers and methods used to deal with them.

# References

LAP 43-918

Retail Merchandising
Chapter 11

Retailing Principles and Practices
Chapter 13, 14, 44
7th Edition

Retail Selling
Chapter 20

Petroleum Marketing
Chapter 13

## What Does the Competent Marketing Employee Do?

843-Knowledge of/or Understanding that

Effectively handling merchandise builds respect for the goods in the customer's mind and helps to emphasize value.

Common to
Food Marketing
General Retail Merchandising

## Suggested Learning Activities

Students will respond to the following statement. "How does effectively handling merchandise build respect for the goods in the customer's mind and help to emphasize value?" Discuss their opinions.

Ask students if they ever witnessed a salesperson mishandle merchandise that the salesperson was trying to sell. Ask the students if that made a difference to them in their opinion of the salesperson and/or the store. Then discuss with the students how effectively handling merchandise builds respect for the goods in the customer's mind and helps to emphasize value.

Demonstrate to the students ways and techniques of properly handling merchandise during a sales presentation that helps build respect for the goods in the customer's mind and helps to emphasize a way to transmit to the "customer" the value of the product.

## References

LAP 44-843

Retail Selling
Chapter 22

Retail Merchandising
Chapter 11

Fundamentals of Selling
Chapter 9

Retailing Principles and Practices
Part 45
7th Edition

Petroleum Marketing
Chapter 13

Merchandising Parts and Services
Chapter 8

11

## What Does the Competent Marketing Employee Do?

892-Skill

Ability to get merchandise into the customer's hands to create desire and attachment to the item.

## Suggested Learning Activities

Present a sales demonstration to the class members. During the presentation, have a student role play a customer. For the first presentation, have a product that can be handled, but do not let the customer handle the product. Talk about the features but avoid letting the customer handle the merchandise.

Repeat the presentation, but now have the customer handle the merchandise. Once this exercise has been completed, have the students react to the two presentations. Then demonstrate a variety of ways to get the merchandise into the customer's hands to create desire in the product.

Have students demonstrate in class how they get merchandise into the customer's hands to create desire and attachment to the items.

## References

LAP 45-892

Retailing Principles and Practices
Part 42, 45
7th Edition

Retail Selling
Unit 4

Fundamentals of Selling
Chapter 4, 9

Selling Principles and Practices
Part 4

Petroleum Marketing
Chapter 13

Counterman's Handbook
Chapter 8

Merchandising New and Used Cars
Chapters 8, 9

## Cluster Instructional Objective: COMPREHEND THE EFFECT OF CREATING CUSTOMER DESIRE



Selling

11

## What Does the Competent Marketing Employee Do?

806-Knowledge of/or Understanding that

The ways to demonstrate a service to create interest and desire in customers.

Common to
- Food Marketing
- General Retail Merchandising
- Hardware—Building Materials
- —Farm and Garden



## Suggested Learning Activities

Students can select or identify five different kinds of services that could be sold with a petroleum product or individually. For each of these, brainstorm ways to create interest and desire in the service from the customer.

Give the students two lists. One list should contain types of services offered by the automotive/petroleum store. The other list will contain suggestions on how to create interest and desire from the customer. Then have the students match the lists. After this has been completed, discuss as a class why they selected a particular answer.

From selected readings, have the students compile a list of ways in which they, as a salesperson, can create interest and desire for the service offered.

Utilize a buzz session on ways to demonstrate services and to create interest and desire in customers. Then explore each one mentioned in detail.

Invite a fund raiser salesperson to the class and observe his/her techniques in creating interest and desire in customers through the presentation.

## References

LAP 46-806

Basic Salesmanship
Chapter 5

Basic Selling
Chapter 5
2nd Edition

Retailing Principles and Practices
Part 8, 22
7th Edition

Petroleum Marketing
Chapter 13

Merchandising Parts and Services
Chapter 8

Sales Management and Marketing Handbook
Chapter 4

## Cluster Instructional Objective: COMPREHEND THE IMPORTANCE OF BUILDING CUSTOMER LOYALTY



11

# What Does the Competent Marketing Employee Do?

828-Knowledge of/or Understanding that

Customer loyalty can be built with timely merchandise and friendly service.

Common to
- Food Marketing
- General Retail Merchandising
- Transportation and Warehousing
- Hardware—Building Materials —Farm and Garden

# Suggested Learning Activities

List a variety of seasonal automotive/petroleum products. For each of the products, let the students identify the season when the merchandise is usually sold and when that merchandise should be featured. In addition, have the students suggest ways in which friendly service could be used in conjunction with the merchandise. (e.g. When a customer buys an automotive part, the salesperson could ask, "Do you know how to put this on your car?" If the customer is unsure, the salesperson could give techniques on installing the product.)

Have students prepare a bulletin board on the importance of friendly service.

Invite a panel of business persons to discuss with the class why customer loyalty, timely merchandise, and friendly service are important to the successful operation of a business.

Have students interview five persons with whom they are acquainted to find out why these people shop at one particular automotive/petroleum store. Have students identify what are the store's strongest and weakest qualities.

# References

LAP 47-828

Human Relations in Business
Chapter 5

Retail Merchandising
Chapter 5

Retail Selling
Chapter 30

Retailing Principles and Practices
Part 63
7th Edition

Petroleum Marketing
Chapter 13

Merchandising Parts and Services
Chapter 8

## Cluster Instructional Objective: ABILITY TO RELATE THE VALUE OF PROPER TREATMENT OF CUSTOMERS

AP-45

11

# What Does the Competent Marketing Employee Do?

880-Skill

Ability to treat customers with courtesy even though they don't buy in hope that they will return to buy at some future date.

Common to
- Food Marketing
- General Retail Merchandising
- Finance and Credit
- Hardware—Building Materials —Farm and Garden

OTHER CLUSTER COMPETENCIES

899-Skill
932-Attitude

# Suggested Learning Activities

Discuss the following case problem:

You are an auto parts clerk in an auto supply store. A customer walks in and wants some price information on a variety of items for a car that is being reconditioned. The customer says, "I am only price shopping at the present time and will not be buying anything today." How would you handle this situation as sales clerk?

Discuss with the students the importance of treating each customer with courtesy even though they might not purchase anything at that particular time.

Discuss the following situation: A student works in a dealership auto parts department and their prices are usually higher than other auto parts stores. What could they provide the customer to offset those high prices?

NOTE: The focus should be on treating the customer with courtesy and service in order to convince the customer that service after the sale is just as important as the product itself.

# References

LAP 48-880

Retail Selling
Chapter 18

Retail Merchandising
Chapter 5

Retailing Principles and Practices
Parts 24
7th Edition

Petroleum Marketing
Chapter 13

Sales Management and Marketing Handbook
Chapter 4

Selling

11

## What Does the Competent Marketing Employee Do?

899-Skill

Ability to serve customers in the manner or style that management desires.

Common to
- Food Marketing
- General Retail Merchandising
- Finance and Credit
- Transportation and Warehousing
- Hardware—Building Materials —Farm and Garden

OTHER CLUSTER COMPETENCIES

880-Skill
932-Attitude

## Suggested Learning Activities

Students can visit three different automotive and petroleum firms. The students should note any differences in the treatment of customers in the stores and report the results to the class or the instructor.

Give the students a list of policies dealing with the manner or style that management desires when servicing customers. Then ask the students how this could be incorporated in the selling process, especially when objections to one of the policies might be voiced by the customer during the sales presentation.

Identify three uniquely different types of automotive/petroleum stores. Ask the students what, from their personal experience, is their "image" of the three stores. When that has been completed, ask the students if that image is agreeable to them. If so, why? If not, why not? Based upon their images, have them identify the management style of each type of store.

## References

LAP 48-899

Retailing Principles and Practices
Unit 17
7th Edition

Retail Selling
Chapter 18

Petroleum Marketing
Chapter 13

Sales Management and Marketing Handbook
Chapter 4

## Cluster Instructional Objective: ABILITY TO RELATE THE VALUE OF PROPER TREATMENT OF CUSTOMERS





## What Does the Competent Marketing Employee Do?

932-Attitude

That sufficient understanding of a firm's policies is necessary to truly represent the viewpoint of management to customers.

Common to
- Food Marketing
- General Retail Merchandising
- Transportation and Warehousing
- Finance and Credit

OTHER CLUSTER COMPETENCIES

880-Skill
899-Skill

## Suggested Learning Activities

Ask the students to cite one policy from their training station that deals with customer sales. Ask for their reaction of the 'fairness' of the policy to (1) the customer and (2) the salesforce.

Select a rule in your school that the students think is unfair. Discuss with the students why they believe this rule is unfair. Explain the rationale behind the rule, what caused the rule/policy to come about, and how that policy works to benefit the school. Then relate the discussion to the importance of stores having policies which the students might believe to be "unfair."

Have a mock debate. You will be the employee who believes that management is unfair with their credit policy. You are a salesperson who believes sales are lost because of the credit policy. Have a student act as a manager of the store. The student should have a policy that he/she is very familiar with for the debate to be successful. After the debate, discuss the main points brought out by this activity.

## References

LAP 48-932

Marketing in Action
Chapter 11, d

Fundamentals of Selling
Chapter 7

Retailing Principles and Practices
Part 13
7th Edition

Retail Merchandising
Chapter 5

Petroleum Marketing
Chapter 13

11

## What Does the Competent Marketing Employee Do?

874-Skill

In sensing a customer's objections and handling them as effectively as possible.

Common to
- Food Marketing
- General Retail Merchandising
- Finance and Credit
- Hardware—Building Materials —Farm and Garden

OTHER CLUSTER COMPETENCIES

926-Attitude

Selling



## Suggested Learning Activities

Give a brief presentation on non-verbal language. Illustrate to the class how such things as facial expressions, body movement, breathing, etc., can be noted by the effective salesperson in sensing a customer's objections. Once this has been illustrated, then suggest ways in which these expressions of non-verbal language can be identified and what can be done about them.

In a brainstoring session, have the students identify objections to a particular service policy of a typical auto supply parts store. For example, the policy might be "All sales are final" or "No merchandise returned without sales ticket." After the list has been identified, determine ways in which each of the objections could be overcome by an effective salesperson.

For each of the following statements have students indicate how the objection might be handled:

1. The price is too high.
2. I'm not interested.
3. I don't need it.
4. I want to wait.
5. I'd like to consult my husband.
6. I'm just looking, thank you.

## References

LAP 49-874

Basic Salesmanship
Chapter 7
2nd Edition

Retail Selling
Chapter 23

Fundamentals of Selling
Chapter 10

Retailing Principles and Practices
Part 41
7th Edition

Petroleum Marketing
Chapter 13

Counterman's Handbook
Chapter 8

## Cluster Instructional Objective: ABILITY TO RELATE METHODS OF HANDLING OBJECTIONS





## What Does the Competent Marketing Employee Do?

926-Attitude

That customers' objections must be handled and overcome with respect.

Common to
- Food Marketing
- General Retail Merchandising
- Finance and Credit
- Hardware—Building Materials —Farm and Garden

OTHER CLUSTER COMPETENCIES

874-Skill



## Suggested Learning Activities

Ask students to define "respect." When completed, ask how respect is demonstrated toward them. Lead a discussion on how important it is to handle and overcome the customers' objections with respect.

Play Rodney Dangerfield's record, "I Just Don't Get Any Respect Around Here." Discuss the various episodes on ways to both give and receive respect and how important respect is in dealing with customers' objections.

Develop a list of objections commonly associated with three specific automotive/petroleum products. For each objection, write down how each objection would be handled.

Given a role playing situation with customer objections, the student will respond by overcoming the customer's objection in a respectful manner.

Visit a local automotive and petroleum business and have a salesperson demonstrate a product in which you are interested. Present the salesperson with objections and record how each objection was handled. Report your findings to the class.

## References

LAP 49-926

Retail Selling
Part 23

Fundamentals of Selling
Chapter 10

Retailing Principles and Practices
Part 42
7th Edition

Petroleum Marketing
Chapter 13

## Cluster Instructional Objective:

ABILITY TO RELATE THE VALUE OF HELPING A CUSTOMER MAKE A BUYING DECISION

AP-50

11

# What Does the Competent Marketing Employee Do?

811-Knowledge of/or Understanding that

The ways to help a customer make a buying decision.

Common to
Food Marketing
Hardware—Building Materials
—Farm and Garden

OTHER CLUSTER COMPETENCIES

891-Skill

# Suggested Learning Activities

From selected readings, have students determine five buying decisions that a customer goes through before buying merchandise. Then they can write a response to each as to how they would help the customer make that buying decision. The students should turn their responses in to you. Five buying decisions are:

1. Why should I buy?
2. What type, brand or style should I buy?
3. Where should I buy?
4. How much should I pay?
5. When should I buy?

Give the students 10 items of merchandise that requires some form of selling. One example might be a radial tire. Then students can either write or role play how they would help a customer make a buying decision for each of the products.

# References

LAP 50-811

Petroleum Marketing
Chapter 13

Communications in Marketing
Chapters 1, 2

Creative Selling
Chapter 3

Basic Salesmanship
Chapters 2, 3

Basic Selling
Chapters 2, 3
2nd Edition

Selling



385

## Cluster Instructional Objective: ABILITY TO RELATE THE VALUE OF HELPING A CUSTOMER MAKE A BUYING DECISION AP-51

11

# What Does the Competent Marketing Employee Do?

891-Skill

In helping a customer make a buying decision.

Common to
- Food Marketing
- General Retail Merchandising
- Hardware—Building Materials —Farm and Garden

OTHER CLUSTER COMPETENCIES

811-Knowledge of/or Understanding that

# Suggested Learning Activities

Students can determine what they would say in the role of a salesperson in an automotive/petroleum store when the customer appears to be indecisive about buying a product or service. Use the following as examples:

1. "I am not sure I can afford this particular model."
2. "The color isn't quite what I had in mind."
3. "I just don't understand why radial steel belted tires are so much more expensive than fiberglass belted tires."
4. "Why should I buy the "Forever Battery" when I don't plan on keeping my car forever."

Have students cite, from their own selling experience, ways in which they help a customer make a buying decision when the customer asks the above or simliar questions.

A guest speaker can ask the students to give objections and relate how he/she would overcome those objections and therefore, help the customer make a buying decision.

# References

LAP 50-891

Fundamentals of Selling
Chapters 9, 10

Retail Merchandising
Chapter 11

Retail Selling
Unit 4

Retailing Principles and Practices
Parts 23, 41, 42
7th Edition

Petroleum Marketing
Chapter 13

## Cluster Instructional Objective: ABILITY TO RELATE HOW AND WHEN TO CLOSE A SALE



11

## What Does the Competent Marketing Employee Do?

820-Knowledge of/or Understanding that

The ways to determine how and when to close a sale.

Common to
General Retail Merchandising
Hardware—Building Materials
—Farm and Garden

OTHER CLUSTER COMPETENCIES

876-Skill
895-Skill

## Suggested Learning Activities

Prepare a lecture on ways in which to identify "buying signals." When this lecture has been completed, ask the students ways to determine how and when to close a sale based upon those buying signals.

Provide students with a list of potential buying signal statements. Also include statements in the list that would not be buying signals. Ask the students which of the signals they believe would be a buying signal and why.

Based upon the students' own experiences, have them discuss ways to determine how and when to close a sale.

Role play or video-tape situations where a close is handled in an automotive/petroleum firm. Class members can prepare critiques.

## References

LAP 52-820

Retail Selling
Chapter 24

Fundamentals of Selling
Chapter 10

Retailing Principles and Practices
Part 42
7th Edition

Petroleum Marketing
Chapter 13

11

## What Does the Competent Marketing Employee Do?

876-Skill

In closing a sale with a statement appropriate to the occasion or the season.

Common to
Food Marketing
General Retail Merchandising

OTHER CLUSTER COMPETENCIES

820-Knowledge of/or Understanding that
895-Skill



## Suggested Learning Activities

Divide a sheet of paper into three columns. In the first column, list a variety of automotive/petroleum products that could be seasonal in use. For example, snow tires for winter driving or an air-conditioning recharging kit prior to the summer season. In the second column, have the students identify the season in which the product would most likely be sold. In the third column, ask the students to write an appropriate closing statement that would be related to the season.

Tape a variety of closing statements related to the season. Ask the students to evaluate the appropriateness of the statement and any suggestions as to how the statements could be improved or changed.

In a role playing situation, have the petroleum/automotive students select two or three items. Then have them prepare a closing statement that would be appropriate to the season. Once they have done this for those items, then the students can role play the closing with either you or another student. Evaluate their responses.

## References

LAP 52-876

Fundamentals of Selling
Chapter 10

Retail Merchandising
Chapter 11

Retail Selling
Chapter 24

Basic Salesmanship
Pages 95-98

Retailing Principles and Practices
Part 42
7th Edition

Petroleum Marketing
Chapter 13

Merchandising Parts and Services
Chapter 8

## Cluster Instructional Objective: ABILITY TO RELATE WHEN AND HOW TO CLOSE A SALE

AP-54

11

Selling

## What Does the Competent Marketing Employee Do?

895-Skill

In determining when and how to close a sale.

Common to
General Retail Merchandising
Hardware—Building Materials
—Farm and Garden

OTHER CLUSTER COMPETENCIES

820-Knowledge of/or Understanding that
876-Skill



## Suggested Learning Activities

In a role playing situation students can act as an automotive/petroleum salesperson. You will, in the role of the customer, approach the salesperson and inquire about the purchase of a related item. Then have the student try to sell you that item, focusing in on the appropriate time to close a sale. In addition, the student should also close the sale.

Utilize the in-basket technique to have students react to how they would close a sale based upon certain buying signals. Discuss their responses.

1. I really don't think I can afford four new tires at this time.
2. I have heard that the _____ CB radio is far superior to the _____ CB.
3. Why should I buy it from you when I can go down the street and probably pay less?

## References

LAP 52-895

Selling Principles and Practices
Chapter 15

Fundamentals of Selling
Chapter 10

Retail Selling
Chapter 24

Petroleum Marketing
Chapter 18

Merchandising Parts and Services
Chapter 8

## What Does the Competent Marketing Employee Do?

886-Skill

Ability to engage appropriate timing in every phase of the sales presentation.



## Suggested Learning Activities

Prepare a lecture on the various steps of the sales demonstration. When completed, ask the students how they can tell when the sales presentation goes from one step to the next. A tape recording of various sales presentations can be used to illustrate.

Prepare a list of different types of phrases that a customer might use during the sales presentation. Then have the students identify at which step in the sales presentation each phase could have happened.

Students can try a variety of approaches in a sales presentation that would demonstrate they have the ability to engage appropriate timing in every phase of the sales presentation. This can be done at their training station or in classroom simulations.

## References

LAP 53-886

Retail Selling
Unit 4

Fundamentals of Selling
Chapters 9, 10

Retailing Principles and Practices
Units 8, 14, 20

Petroleum Marketing
Chapter 13

Counterman's Handbook
Chapter 8

## Cluster Instructional Objective: ABILITY TO RELATE AN EMPLOYEE'S PERSONALITY TO A SALES PRESENTATION

AP-56

11

# What Does the Competent Marketing Employee Do?

950-Attitude

An awareness that successful selling hinges on adequate product information, the customer's understanding and the salesperson's personality.

Common to
- Finance
- General Retail Merchandising

# Suggested Learning Activities

Students can identify what they believe makes a salesperson successful. Included on this list should be "product information," personality of the salesperson, and the customer believing in the salesperson. Discuss ways in which the students can acquire these necessary traits.

Give the automotive/petroleum students identical products. For one-half of the class, give only the product without the package or any information. The other half of the class should receive not only the product, but also the package and/or additional information about the product that could be used in a selling situation. Have the students role play where the first group will sell the product, followed by the second group. Compare and discuss the sales presentations in order to realize the importance of knowing the product.

Use the above example as a format to demonstrate the importance of the salesperson's personality and the customer's understanding of the salesperson and/or the product.

# References

LAP 53-950

Human Relations in Business
Chapter 5

Psychology and Human Relations in Marketing
Chapters 1, 8

Retailing Principles and Practices
Part 22
7th Edition

Retail Selling
Chapters 1, 17
Unit 2

Retail Merchandising
Chapters 11, 1, b

Petroleum Marketing
Chapter 13

Counterman's Handbook
Chapter 8

## 11 What Does the Competent Marketing Employee Do?

929-Attitude

That suggestion selling is a service to the customer and also personal satisfaction for money spent.

Common to
Food Marketing
General Retail Merchandising

## Suggested Learning Activities

Discuss the following statement: "Only pushy salespeople try to sell the customer related items regardless of whether or not the customer originally wanted the items."
Lead the discussion on how suggestion selling is really a service to the customer as well as a method for increasing volume and profit for the company.

Using a role playing situation, students can act as customers in an auto supply store. You will act as the salesperson. Select a product that could have several related items associated with it. An example would be a tune-up kit. Besides the tune-up kit, you could also suggest spark plugs, timing light, and other related test equipment to help the customer achieve success in the tune-up. After the role-playing, ask for the students' reaction to the suggestive selling portion of the role play. Discuss and then demonstrate to them the importance of suggestive selling.

## References

LAP 56-929

Retail Merchandising
Chapter 11

Retail Selling
Chapter 25

Fundamentals of Selling
Chapter 9

Retailing Principles and Practices
Part 42
7th Edition

Petroleum Marketing
Chapter 13

## Cluster Instructional Objective:

ABILITY TO INCREASE SALES BY SUGGESTING RELATED, ACCESSORY, AND LARGER QUANTITY ITEMS

AP-58

11

Selling

## What Does the Competent Marketing Employee Do?

809-Knowledge of/or Understanding that

How to suggest related items, accessory items or larger quantities to customers in order to increase the amount of sale.

Common to
- Food Marketing
- General Retail Merchandising
- Hardware—Building Materials —Farm and Garden



## Suggested Learning Activities

Provide a complete line of batteries or tires for automotive/petroleum students. This line should include five or six different types of the same product. If the students are not familiar with the product line, also provide product information with the list. After students study the list/information, ask them how they would suggest 'trading up' when demonstrating the line of merchandise to the customer.

Using the above example, students can suggest ways in which they could sell four tires instead of one or two when the customer originally planned to purchase only one or two.

Take a series of slides of major automotive/petroleum items. Show the slides to the students and ask them how they would suggest related or accessory items and larger quantities in order to increase the amount of the sale.

## References

LAP 59-809

Retail Merchandising
Chapter 11

Retail Selling
Chapter 25

Fundamentals of Selling
Chapter 9

Retailing Principles and Practices
Part 42
7th Edition

Petroleum Marketing
Chapter 13

Counterman's Handbook
Chapter 8

## Cluster Instructional Objective: ABILITY TO RELATE THE VALUE OF HANDLING CUSTOMER COMPLAINTS

AP-59

11 Selling

## What Does the Competent Marketing Employee Do?

823-Knowledge of/or Understanding that

The ways to handle customer complaints according to store policy.

Common to
- General Retail Merchandising
- Food Marketing
- Finance and Credit
- Transportation and Warehousing
- Hardware—Building Materials —Farm and Garden

OTHER CLUSTER COMPETENCIES

927-Attitude
937-Attitude



## Suggested Learning Activities

Students can discuss the way to handle customer complaints when these complaints relate to store policy. One example of store policy might be:

"Any customer furnishing oil for a lube job and oil change will be charged an additional $1.00."

Two students can perform a role-playing situation where one student acts as a salesperson and the other student acts as a customer. The customer will enter the store and approach the salesperson with a complaint about one of the store's services or about one of the store's policies. The salesperson must diplomatically handle the complaint so goodwill will be rebuilt between the customer and the store.

## References

LAP 60-823

Human Relations in Business
Chapter 5

Customer Services
Chapter 5

Retailing Principles and Practices
Parts 13, 30
7th Edition

Petroleum Marketing
Chapter 13

## Cluster Instructional Objective: ABILITY TO RELATE THE VALUE OF HANDLING CUSTOMER COMPLAINTS

AP-60

11

Selling

## What Does the Competent Marketing Employee Do?

927-Attitude

That the customer's complaint is an excellent opportunity to build goodwill.

Common to
- Finance and Credit
- Food Marketing
- General Retail Merchandising
- Hardware—Building Materials —Farm and Garden

OTHER CLUSTER COMPETENCIES

823-Knowledge of/or Understanding that
937-Attitude



## Suggested Learning Activities

Students, based upon their own work experience, should identify typical complaints that they have heard from customers. After the list has been compiled, collectively look at how each complaint could be resolved and provide a means for creating goodwill in the customer.

Two students will perform a role-playing situation where one student acts as a clerk and the other student acts as a customer. The customer will enter the automotive/petroleum firm and approach the clerk with a complaint about his/her recent purchase of radial tires. The clerk must diplomatically handle the complaint so goodwill will be rebuilt between this customer and the business.

Have students make a list of complaints which are commonly heard at a training station or local automotive/petroleum firm. After each complaint, determine at least one way in which goodwill could be achieved.

## References

LAP 60-927

Human Relations in Business
Chapter 5

Customer Services
Chapter 5

Fundamentals of Selling
Chapter 12, e

Petroleum Marketing
Chapter 13

## Cluster Instructional Objective: ABILITY TO RELATE THE VALUE OF HANDLING CUSTOMER COMPLAINTS

AP-61

11 Selling

## What Does the Competent Marketing Employee Do?

937-Attitude

That the customer - by the very act of complaining - is giving the store an opportunity to correct a possible fault in its operations.

Common to
- Finance and Credit
- Food Marketing
- General Retail Merchandising
- Hardware—Building Materials —Farm and Garden

OTHER CLUSTER COMPETENCIES

823-Knowledge of/or Understanding that
927-Attitude



## Suggested Learning Activities

Discuss the following case problem:

A customer went into an automotive parts store to purchase 6 lug nuts to replace worn ones on a trailer. The customer brought a sample of the size to show to the salesperson. The salesperson went to the drawers where the nuts were kept and grabbed six for the customer. The customer mentioned about checking the size, but the salesperson assured him that the sizes were correct. The customer paid and went home to change the nuts on the trailer. To the customer's dismay, the head of the nut was too large to correctly sit in the rim. Furious, the customer called the auto parts store and began chewing out the salesperson. The salesperson wasn't going to listen to that tone of voice and hung up. How can the customer, by the very act of complaining, give the store an opportunity to correct a possible fault in its operation?

Analyze why people complain. Identify the major categories of complaints and what can be done by store personnel to minimize these complaints. For example, the product did not perform as described by the salesperson.

## References

LAP 60-937

Human Relations in Business
Chapter 5

Customer Services
Chapter 5

Petroleum Marketing
Chapter 13

Counterman's Handbook
Chapter 8

## Cluster Instructional Objective:

COMPREHEND HOW TO IMPLEMENT A SYSTEM TO REMIND CUSTOMERS OF SERVICE NEEDS

AP-62

11

Selling

## What Does the Competent Marketing Employee Do?

836-Knowledge of/or Understanding that

How to use a lubrication and oil change file system for reminding customers when this car service should be performed.



## Suggested Learning Activities

Discuss with the students how they would remind customers about periodic oil and lube maintenance. Compile a list of suggestions and distribute them to the students.

Students can develop a sales presentation dealing with suggesting an oil change and lube job when customers pull into a full service island. The presentation should cover two types of situations. The first one would be if the dip stick showed the oil to be one quart low and dirty. The second situation would be more suggestive in nature.

## References

LAP 95-836

Retail Merchandising Page 165

Petroleum Marketing Chapter 13

Sales Management and Marketing Handbook Chapter 4

## Cluster Instructional Objective: ABILITY TO IDENTIFY WORN OUT PARTS AND SUGGEST REPLACEMENTS

AP-63

11

Selling

## What Does the Competent Marketing Employee Do?

361-Knowledge of/or Understanding that

How to detect and point out to customers automobile parts that need replacement.

## Suggested Learning Activities

Give students a variety of situations dealing with automobile problems. For example, a customer drives to the station and tells the person on duty that there is a vibration in the front wheel. Since it's probably a wheel alignment problem, ask the students how they would go about showing the customer the problem as well as pointing out how related items might need to be replaced (e.g., ball joints, shocks, etc.).

Have the school auto mechanics instructor or a local auto mechanic present information to the class on ways to detect and point out to customers automobile parts that need replacement.

Have students in activity one take their list to the auto mechanics teacher or their training sponsor for evaluation and suggestions for improvement.

## References

LAP 98-861

Retail Selling
Chapter 21

Retailing Principles and Practices
Chapter 25
7th Edition

Petroleum Marketing
Chapter 13

Counterman's Handbook
Chapter 7